EOCEP

Test Administration Manual

Fall/Winter 2026–2027

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Fall/Winter 2026–2027 Key Dates

Date	Event
Available Now	Online Tools Training (OTT) and tutorials available
September–October	Inform parents of testing schedule, testing policies, and procedures
September 14–October 16	School Test Schedule Google Survey
October 20	Precode File submission to SCDE
October 20	Pretest Workshop for District Test Coordinators (DTCs)
October 30	Deadline for testing schedules to be posted on school websites
November 5	Pretest Workshop for School Test Coordinators (STCs)
At least one week before testing.	STCs train Test Administrators (TAs) and monitors, and distribute the *Test Administration Manual* (*TAM*)
November 16	School Test Coordinators (STCs) gain access to Participant Management and Registrations for online testing
November 16	Secure materials delivered
November 17–January 21	Additional Materials Ordering Window
November 30–January 22	**State Testing Window**
January 22	Deadline for paper materials to be received by DRC
February 12	Data files, ISRs, and rosters posted to the Portal
March 1	Printed ISRs and student labels delivered

DTCs are responsible **for the training of all personnel** who will be administering EOCEP tests. DTCs must plan and schedule training sessions prior to testing.

Contact Information

DRC Customer Service

Phone: 800-451-7834

Email: scproject@datarecognitioncorp.com

Hours: 7 am–9 pm (September through mid-June)

NOTE: *This fall edition of the EOCEP TAM does not include final updates for SC READY Spring 2027. Those revisions will be incorporated into a future version intended for spring 2027 administration and should not be considered final in this edition.*

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Overview

SC READY

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English/language arts (ELA), mathematics, science and social studies administered to students in grades 3–8 as required by the Education Accountability Act (EAA). Beginning with the 2017–2018 school year, the EAA was amended such that students in grades four, six, and eight would be administered the science assessment and students in grades five and seven would be administered the social studies assessment. For 2025–26, Proviso 1.72 suspended grade eight science and grades five and seven social studies testing.

EOCEP

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests mandated by Section 59-18-325 of the Education Accountability Act (EAA) for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies as required by the Education Accountability Act (EAA). The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards.

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include Algebra 1, Intermediate Algebra, Biology 1, English 2, and United States History and the Constitution, or courses with other names and activity codes in which the academic standards corresponding to these subjects are taught.

Items Aligned to Standards

SC READY and EOCEP test items are aligned to the South Carolina Academic Standards for each content area. Standards describe what schools are expected to teach and what students are expected to learn. Academic standards are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the course standards. SC READY and EOCEP test items are written to assess the content knowledge and skills described in the academic standards. The academic standards and supporting documents are available on the South Carolina Department of Education website at http://ed.sc.gov/instruction/standards-learning/. Click on the link for the appropriate subject. Students who are scheduled to take EOCEP tests shall be provided with paper or electronic copies of the academic standards no later than the first day of school.

Student Participation

SC READY

Section 59-18-325 of the Education Accountability Act (EAA) mandates that all students are required to participate in SC READY (grades 3–8 for ELA and mathematics and grades 4 and 6 for science). These participation requirements do not include those students who qualify to participate in the S.C. Alternate Assessment for students with significant cognitive disabilities.

EOCEP

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all public-school students, including those students as required by the federal Individuals with Disabilities Education Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA). These participation requirements do not include those students who qualify to participate in the S.C. Alternate Assessment for students with significant cognitive disabilities.

Section 59-18-310 of the EAA mandates that to receive a South Carolina high school diploma, students are required to pass a high school credit course in science and a high school credit course in United States history in which the state's end-of-course examinations are administered. Currently these courses are Biology 1 (science) and United States History and the Constitution (social studies).

Test Format

Online Testing

Section 59-18-325 of the Education Accountability Act (EAA) requires online testing for grades 3–8 on SC READY and all subjects of EOCEP. A paper test is available only as an accommodation for students with disabilities who cannot take online assessments due to their disabilities as specified in their IEP or 504 plans, and for multilingual learners (MLs) if specified in their Individualized Language Acquisition Plan (ILAP).

Score Reports for SC READY and EOCEP

Assessments must be administered in accordance with the standardized procedures outlined in the *Test Administration Manual* (*TAM*) or provided in other test administration materials. Testing irregularities, including administering an assessment out of sequence, may result in the assessment not being scored or reported. The SCDE reserves the right to evaluate the circumstances and determine the eligibility of results for scoring and reporting on an individual or group basis.

The following types of score reports will be generated by the contractor when scoring is completed for all grades: summary reports and rosters, Individual Student Reports (ISRs), and student labels.

Reports are provided on the DRC INSIGHT Portal (the contractor's secure website). To access the reports, visit https://sc.drcedirect.com and log into your account. After the testing window ends and all tests have been scored, the final reports will also be posted for districts to download. In addition, paper copies of ISRs and student labels will be sent to districts.

More information about the score reports can be found in the SC READY and EOCEP Score Report User's Guides.

SC READY-Read to Succeed Legislation and the Preliminary Rosters

The South Carolina "Read to Succeed" Legislation (SC Code of Laws 59-155-160 Mandatory Retention) mandates that a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade. For purposes of this legislation, reading proficiency in grade 3 is assessed based on the **reading scale score** that is part of the English Language Arts (ELA) assessment.

Schools and districts will receive a Preliminary Roster to identify third-grade students who do not meet the required reading proficiency level and might need to be retained.

SC READY Preliminary Roster Reports

The preliminary roster report will continue to be posted to the DRC INSIGHT Portal Reporting Services system within thirty-six hours after an online test is submitted; this timeline excludes the weekend and holiday periods. Preliminary results for paper testing will be posted within six business days after the answer document has been received by the contractor.

EOCEP Preliminary Roster Reports

The preliminary score report for Algebra 1, Biology 1, and USHC will continue to be posted to the DRC INSIGHT Portal within thirty-six hours after an online test is submitted. **Note:** The thirty-six hour score reports processing excludes the weekend and holiday periods.

The reading section of the online English 2 test will be scored within thirty-six hours, but due to handscoring of the TDW essay, the composite English 2 score will be posted to the DRC INSIGHT Portal ten days after the writing responses are submitted or thirty-six hours after the reading responses are submitted, whichever is later.

Embargo and Release of SC READY and EOCEP Results

All summary test score data for each statewide assessment program is embargoed until the SCDE's public release for that program. The test results for the Fall, Spring, and Summer administrations of the EOCEP are all embargoed until the public release. Summary data may be shared with district and school staff members (e.g., district office personnel, school principals, etc.) who understand that the data are not to be shared publicly until after the official statewide release.

The embargo extends to local school boards because data presented to a local board becomes public information under the South Carolina Freedom of Information Act. Districts should ensure that staff members understand that embargoed information cannot be shared with members of the media, school board members, or social media. Informal conversations with individual board members are acceptable.

Test results are provided on the SCDE website at the following location: https://ed.sc.gov/data/test-scores/ each year once the embargo is lifted and the state data is released.

Schools may provide the Individual Student Reports to parents or guardians as soon as they are received since these individual reports do not include any summary data. The individual scores may be shared with teachers, principals, etc. within a school.

SC READY and EOCEP Contractor

The South Carolina Department of Education (SCDE) contracts with testing companies for development, administration, scoring, and reporting functions required to implement statewide assessment programs. The current contractor is Data Recognition Corporation (DRC).

DRC INSIGHT Portal

DRC's website, the DRC INSIGHT Portal, provides important program information as well as tools to prepare for and administer testing. Refer to the *DRC INSIGHT Portal User Guide* to get started with the Portal. To access the guide, visit https://sc.drcedirect.com and log into your account. Once logged in, select View Documentation and then the Documents tab. Online Help is also available throughout the Portal. If you need help using the Portal, contact DRC Customer Service.

DTC Weekly Update

SCDE and DRC collaborate to provide a DTC Weekly Update each week, with highlights on new or upcoming activities. The DTC Weekly Update is an important resource for DTCs in keeping track of major program deadlines and activities.

Education Legislation

The Education Accountability Act

The Education Accountability Act (EAA), Title 59, Chapter 18 mandates a performance-based accountability system for public education. The parameters for the statewide assessment system are outlined in section 59-18-325; excerpts from this section are provided in the following paragraphs.

(C) To maintain a comprehensive and cohesive assessment system that signals a student's preparedness for the next educational level and ultimately culminates in a clear indication of a student's preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the State Department of Education shall procure and maintain a summative assessment system.

(1) The summative assessment must be administered to all students in grades three through eight. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, "English/language arts" includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness. Therefore, the assessment or assessments must meet all of the following minimum requirements:

(a) compares performance of students in South Carolina to other students' performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;

(b) be a vertically scaled, benchmarked, standards-based system of summative assessments;

(c) measures a student's preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, mathematics, and student growth;

(d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;

(e) establishes at least four student achievement levels;

(f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;

(g) be administered to all students in a computer-based format except for students with disabilities as specified in the student's IEP or 504 plan, and unless the use of a computer by these students is prohibited due to the vendor's restrictions on computer-based test security, in which case the paper version must be made available; and

(h) assists school districts and schools in aligning assessment, curriculum, and instruction.

(2) (a) Beginning in the 2017–2018 school year, each school district shall administer the statewide summative assessment, with the exception of alternate assessments, for grades three through eight during the last twenty days of school as determined by the district's regular instructional calendar, not including make-up days. If an extension to the twenty-day time period is needed, the school district or charter school may submit a request for an extension to the State Board of Education before December first of the school year for which the waiver is requested. The request must clearly document the scope and rationale for the extension. The request also must be accompanied by an action plan showing how the district or charter school will be able to comply with the twenty-day time frame for the following school year.

(b) Statewide summative testing for each student may not exceed eight days each school year, with the exception of students with disabilities as specified in their IEPs or 504 plans.

(c) The State Board of Education shall promulgate regulations outlining the procedures to be used during the testing process to ensure test security, including procedures for make-up days, and to comply with federal and state assessment requirements where necessary.

(d) In the event of school closure due to extreme weather or other disruptions, or significant school or district technology disruptions that impede computer-based assessment administration, the school district or charter school may submit a request to the department to provide a paper-based administration to complete testing within the last twenty days of school. The request must clearly document the scope and cause of the disruption.

(3) Beginning with the 2017–2018 School Year, the department shall procure and administer the standards-based assessments of mathematics and English/language arts to students in grades three through eight. The department also shall procure and administer the standards-based assessment in science to students in grades four, six, and eight, and the standards-based assessment in social studies to students in grades five and seven.

Test Security

Legal Requirements

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

(1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;

(b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;

(c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

(d) Make answer keys available to examinees;

(e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;

(f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

(2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

(3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2015), are reprinted below.

I. Tests administered by or through the State Board of Education shall include but are not limited to:

   A. The statewide tests, as defined in State Board of Education Regulation 43-262, including field tests and pilot tests;

   B. Examinations for admission to teacher education programs and teacher certification examinations;

   C. Examinations for admission to programs such as the gifted and talented program;

   D. High school equivalency tests.

II. As used in this regulation, "local school board" means the governing board of a public school district, a public charter school, as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.

III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.

IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.

V. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

VI. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.

   B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.

VII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).

VIII. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).

IX. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data and, as such, are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

A. Failing to administer tests on the test dates specified by the SCDE.

B. Failing to maintain an appropriate testing environment, free from undue distractions.

C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.

D. Providing examinees with access to test questions or specific test content prior to testing.

E. Providing examinees with access to answer keys prior to or during testing.

F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.

G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.

H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.

I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.

K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.

L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.

M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.

N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.

O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.

P. Excluding examinees or exempting from assessment students who should be assessed.

Q. Failing to return test materials for all examinees.

R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.

S. Revealing test scores or test performance to anyone not involved in the education of the examinee.

T. Altering test scores in electronic records or files.

U. Failing to report a security breach.

X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.

XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.

XII. If a security breach occurs in a district or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.

XIII. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

General Test Security Policies and Procedures

Student and School Responsibilities for Maintaining Test Security

The South Carolina state laws and SCDE regulations regarding test security apply to computer and paper test administrations. Additional policies and procedures are required to address the range of technology issues that accompany computer testing. These policies and procedures establish that it is the responsibility of all school and district personnel who participate in test administration, including the students, to always protect the security of test materials. In this context, test materials are not limited to paper test booklets, online tests and printed test tickets, but also include the hardware and software systems that are required to implement a computer-administered test.

Prohibited student behaviors. Most schools use one-to-one electronic devices for student online test administration, which enables different types of access, use, or exposure of secure and copyrighted test materials. Examples of student behaviors that may jeopardize the security of paper and online test materials include the use of prohibited aids, arranging for someone to take the test in the test taker's place, communicating specific content of the test to test takers who assist others in advance or share their answers with fellow test takers, recording audio or video of the test or the test administration, posting test content to any type of social media, taking pictures or screenshots, searching the internet or use of AI to find answers, copying responses from the test of someone who is seated nearby, texting someone during the test, whispers, signals, getting an advanced look at test questions, etc.

Districts and/or schools must have test security policies and procedures. Districts and/or schools must have established policies and procedures regarding test security for all personnel and students involved before, during, and after a test administration. This includes steps to take if student cheating is suspected. Student cheating is defined as obtaining information through various dishonest or prohibited methods with the intention of improving a final score received on the test. Districts are required to submit their Test Security Policies and Procedures to the SCDE Test Security Program Manager (tmkinard@ed.sc.gov; 803-734-8532).

Proviso 1.103 in the General Appropriations Bill, H.5100 of 2024, reads the following: To receive state funds allocated for State Aid to Classrooms, a school district shall implement a policy adopted by the State Board of Education that prohibits access to personal electronic communication devices by students during the school day. For purposes of this provision, a personal electronic communication device is considered to be a device not authorized for classroom use by a student, utilized to access the Internet, wi-fi, or cellular telephone signals.

Schools must ensure that student devices are secured before testing begins.

School test coordinators and teachers must be aware of the district and school policies and procedures and apply them in the classroom during a test administration. Test administrators must make reasonable efforts to ensure the integrity of test scores by eliminating opportunities for students to attain scores by fraudulent or deceptive means.

Schools must discuss test security with their students prior to the test. Schools must emphasize that students have the responsibility to protect the confidentiality of the statewide assessments, that all test materials are the property of the SCDE or the contractor, and theft of test materials or compromising the security or confidentiality of test materials through any means, such as copying, videoing, and sharing content, in any way, is against the South Carolina code of laws. Specifically, no one may reproduce, copy, record, distribute, broadcast, or share any part of the material presented to them during a test session. No one may disseminate, in any form, material that is similar to the items on the test.

Students and their families/parents/guardians must be told of the district's electronics/cell phone policy and the possible consequences of misconduct including, but not limited to, the invalidation of the test score, receiving a zero on the test, suspension or expulsion from school, an investigation by local police or the South Carolina State Law Enforcement Division (SLED) with possible criminal charges or other civil or legal sanctions. **Information regarding the district's electronics/cell phone policy must be posted with test dates on school websites and included in parent communications at least 30 days prior to the opening of the state test window.**

If **student cheating** is suspected, the school and/or district must investigate and document these incidents. If the student cheating involves the use of any electronic device, such as a cell phone, a desk top computer, laptop, or any one-to-one electronic device or involves theft of test materials (which includes exposing secure test items), the DTC must immediately report the incident to the SC READY or EOCEP Program Manager in the Office of Assessment and Standards. The program manager will assist the DTC in determining the next steps to take depending on issues involved in the suspected cheating incident. For EOCEP, this may include entering a score of zero as 20% of the student's final course grade.

For SC READY if cheating is confirmed for a paper tester, the STC may choose to bubble the "Do Not Score" bubble in the appropriate subject (or session for ELA) area section of the answer document before it is returned to the contractor. If cheating is confirmed for an online tester, the STC may contact the testing contractor and the Office of Assessment and Standards to invalidate the test.

If cheating is confirmed **after** the test was scored, and a valid score was reported, contact the Program Manager in the Office of Assessment and Standards. For SC READY the STC must attach a note to the student's score report indicating the violation and stating that specific scores may not be representative of the student's achievement. For EOCEP if cheating is confirmed after a score is reported on the preliminary roster but before final data reports, contact the Program Manager to invalidate the test score and determine whether the student should receive a zero as 20% of the final course grade.

Secure Materials

Secure test materials include:

- any registration ticket or testing roster printed through the Portal, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, must not be transmitted by nonsecure means. They must be transmitted only through an encrypted email or another secure software;
- all paper test booklets and answer documents;
- all customized materials including braille and large-print test booklets, oral/signed administration scripts, Braille Test Administrator's Notes (TA Notes), tactile graphic support kits (SC READY grades 3–6 only); and
- any papers or materials with student writing or responses (e.g., brailled or typed responses, scratch paper for tests, tactile graphic support kits – SC READY Grades 3–6 only).

Test Item Security

SC READY and EOCEP test items are secure. It is not permissible for any school or district personnel to open test booklets or to view online test forms for the purpose of reading test items. Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) are not permitted to read test items before testing, during testing, or after testing except as directed in the administration materials for an oral or signed administration of a test.

Teachers must not discuss test items with students or pronounce words for students even if students ask questions about content on the tests. As indicated in the administration directions for each test, TAs may answer questions only about directions; they must not discuss any test questions or answer choices. All conversations regarding test content are prohibited even after the conclusion of testing. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing is a test security violation and must be reported.

TAs must take extra care when reviewing subject content or answering questions during the testing window. On testing days, no further content-related instruction or review with students must be conducted after the TA has received secure materials. TAs must ensure that all review materials used by students have been stored with other student personal items.

Storage Policies

Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location must not have any windows. Secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment or supplies.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, all secure materials must be placed in a secure, locked cabinet, closet, drawer, etc., or all secure materials must be taken with the person. If a TA must leave the classroom for a brief amount of time and there are no students in the room, materials are secure if the door to the room is locked.

Access to Secure Materials

Access to secure materials is restricted to testing sessions, make-up testing sessions, and supervised sessions for completing or editing demographic codes on student answer documents. STCs must not sign out or distribute secure materials to TAs (including online registration tickets) until the day of the test. See the Testing Students with Disabilities section for rules regarding TA access to oral/signed administration materials before testing.

For **online testing**, rosters and test tickets may be printed up to two weeks before testing to prepare for distribution. **Test tickets must be checked to ensure that all applicable testing accommodations appear for students with disabilities and for ML students.** Test tickets are secure materials; after printing, they must be kept in locked storage until the day of testing. Secure materials, including student usernames and passwords, must be transmitted only by encrypted email, a phone call, or other secure software.

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are required to sign an *Agreement to Maintain Test Security and Confidentiality* form. Test Security Agreement forms will be available on DRC INSIGHT Portal.

The test security agreement forms can also be downloaded from the following link: http://ed.sc.gov/tests/assessment-information/test-security/. **The SCDE test security agreement form must be utilized even if a district-created form is also used.**

Test security forms must be signed and returned to the DTC after each person has participated in SC READY or EOCEP training. The STC must keep the signed copies of the test security forms in their possession until after the testing cycle is complete. If an SCDE monitor visits a school, they will ask to see

the signed documents. DTCs and STCs may use electronic or digital signatures as an acceptable legal alternative to the written signature for the Test Security Agreement forms. **The DTCs are responsible for collecting and retaining the form for five years.**

Online Technology Requirements

The *DRC INSIGHT Technology User Guide* provides a detailed description of supported devices and operating systems that can be used for online testing. The guidance provided in this document must be followed for system updates to avoid potential test security violations. This document is located on the DRC INSIGHT Portal (https://sc.drcedirect.com).

Only supported devices and operating systems may be used for online testing. Any district choosing to administer online tests on supported tablets or other one-to-one devices will be responsible for ensuring test security and accountable for any atypical impact on student test scores. Districts must require schools to implement procedures to ensure that students cannot use these devices to improperly access online assessments.

Security Guidelines for Online Testing

DTCs, STCs, TAs, and monitors are responsible for ensuring that all test materials and student responses for the online tests are handled in accordance with the security procedures outlined in this manual.

It is highly recommended that a partition and/or folder be placed around each testing device screen or a privacy filter placed on each screen to eliminate any possibility of students looking at other testing device screens. Workstations must be separated by enough space to restrict a student's ability to view adjacent workstations.

The classroom seating must be arranged to minimize cheating. Students with the same form number must not be seated in close proximity.

Online tests may not be viewed by anyone prior to the test session. Only students being tested are allowed to look at the test at the time of testing. TAs and monitors must closely observe students to ensure that they look only at their computer and not another student's screen. TAs are expected to ensure that visible online tests are not left unattended.

Secure test materials cannot be reproduced. It is prohibited to use secure test items, either verbatim or paraphrased, as instructional tools or for student practice. Students are not to disclose test content to teachers, monitors, or any other school personnel. All individuals involved in testing must refrain from discussing, sharing or inquiring about the content of the assessment(s).

Test tickets are secure and must not be distributed to students until directed to do so in the Test Administration Directions. Test tickets are included with the online testing roster. The testing roster must be used to account for test tickets before, during, and after testing.

For tests that have multiple sections with separate test tickets, STCs and TAs must ensure that students receive the correct ticket for the section being administered.

The **EOCEP English 2 Writing and Reading** tickets must not be passed out on the same day unless the school has received approval from the Program Manager for administering both sections in one day. (See EOCEP Format section within SCDE Test Administration Policies and Procedures for more information on administering two tests in one day.) For **SC READY, tickets for tests that have multiple sections must not be passed out on the same day** (Mathematics Grades 3–5, ELA Reading Grades 3–5, ELA Writing and Reading Grades 3–8).

Security Checklists and Online Testing Rosters

The STC is responsible for inventory control within the school. Schools and districts are required to use the online testing rosters to track the distribution and return of secure student test tickets. Schools and districts are responsible for missing materials and are required to use electronic security checklists to track the distribution and return of all secure paper test materials.

- All secure paper test materials have been assigned security numbers; these numbers appear on the security checklist.
- For each day of testing, the STC and TA **must** use the security checklist to sign out and sign in secure paper test materials and the online testing roster to sign out and sign in test tickets using a two-person method.
- The STC must provide an explanation in the notes column on the security checklist for any secure test materials that are not received or returned as required.
- Secure test materials must not be exchanged among TAs without checking the materials out with the STC and documenting the exchange on the security checklist or the online testing roster.
- It is not necessary to enter student names on the security checklist for test materials that are not assigned to a specific student.
- The security checklists are available on the DRC INSIGHT Portal in electronic format only. They can be downloaded into an Excel spreadsheet. The following section provides more detailed information on how to download and use the electronic security checklists.

Using Electronic Security Checklists

Electronic security checklists can be downloaded from the DRC INSIGHT Portal (https://sc.drcedirect.com) by completing these steps:

1. Select Reporting Services and then Publish Reports after logging in.
2. Enter the appropriate search criteria, such as District, School, and Administration. Then click Display Reports.
3. When the security checklist has been located, select the save button under the Action column. Save the file as an Excel spreadsheet, using the school's School Identification Number (SIDN), School Name, Program, and "Security Checklist" as the file name. For example, "9999999 Middleville Middle School SC READY Security Checklist."

- The information on the spreadsheet may be sorted as needed.
- Log additional materials received using the blank rows at the bottom of the spreadsheet. Information for make-up testing can also be logged using blank rows below additional materials.
- A sample electronic security checklist is provided below.

Subject Code	Grade	Distribution Unit	Document Type	Security Number	Last Name	First Name	Middle Initial	PS #	State ID	Sign-Out (TA)	Sign-Out (STC)	Sign-In (TA)	Sign-In (STC)	Pkg'd for Return (STC)	Notes
All	8		Answer Documents	80124585											
All	8		Answer Documents	80124586											
All	8		Answer Documents	80124587											
Mathematics	8		Oral Administration Scripts Form A	83250845											
Mathematics	8		Oral Administration Scripts Form A	83250846											
Mathematics	8		Test Booklets Form A	83922791											
Mathematics	8		Test Booklets Form A	83922792											
Mathematics	8		Test Booklets Form A	83922793											

- Detailed instructions on how to use the security checklists can be found as a separate document on the DRC INSIGHT Portal.

- Security checklists, like seating charts, should be returned electronically via SFTP site. For instructions on how the DTC can return the security checklists electronically, please see the document titled "SFTP Instructions for DTCs" posted on the DRC INSIGHT Portal.
- The STC and DTC must retain electronic copies of all security checklists for one year.

Reporting Test Security Violations

Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. § 59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2016) must be reported to the South Carolina Department of Education (SCDE). If a test security violation is suspected, the DTC's first action is to contact the Program Manager in the Office of Assessment and Standards. Crystal Huckabee is the SC READY Program Manager (clhuckabee@ed.sc.gov; 803-734-8282). Kirsten Hural is the EOCEP Program Manager (khural@ed.sc.gov; 803-734-5981).

The District Test Coordinator (DTC) and the School Test Coordinator (STC) are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation that serves as a summary of the information obtained from all persons interviewed who have knowledge of the incident.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an email or a letter indicating which of these actions is being pursued by the Office of Assessment and Standards.

Test Security Reports may serve as a basis for initiating invalidation of test scores or other actions by the Certification Review Committee and/or the State Board of Education.

Required Documentation for a Test Security Violation

1. **Test Security Violation (TSV) Application** – DTCs must complete this TSV Application online via the SCDE website membership login page. The TSV Application will automatically be directed to the Office of Assessment and Standards. Each occurrence requires a separate test security violation application form.

   The TSV Application must include **all** the requested information, including the identification of the person(s) who allegedly committed the violation and each person's certificate number. Indicate the section of the law that is violated, if applicable. See page 7 of this manual for the appropriate letters (a–f) to use Legislative Violation(s).

   Also indicate the State Board regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2015) and provided in the Test Security section of this manual. For example, if a teacher assisted a student on the test, the following must be entered into the TSV Application for State Board Regulation Violation(s): "IX. H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing."

   The Description of Violation section of the TSV Application must provide a concise summary of the incident. The summary must include the basic elements of "who, what, where, when, and how" the violation occurred.

2. **Supporting Documentation** – This information would include all the following items:
    a. a signed and dated written statement from all adults involved in the incident,
    b. if applicable, summaries of any interviews with students,
    c. signed, dated, written statement(s) from the student(s) involved in or witnessing the incident,
    d. IEP, 504-Plan, or ILAP team meeting minutes with an indication of their recommendations, and
    e. a summary written by the DTC, highlighting all applicable information and indicating actions, if appropriate, taken by the DTC, district office, or school.

The supporting documentation **must** be attached and uploaded to the TSV Application portal. If any of the required information is not included with the test security violation, it will not be processed until all of the information has been received. Within 48 hours of being made aware of a possible test security violation, an investigation should be conducted and, when necessary, reported using the TSV Application.

How to Conduct an Investigation

The following paragraphs outline more specific information about how to conduct an investigation and how to document the information included in the test security violation report.

If a test security violation is observed within a school, the individual(s) observing the incident must notify the **STC and DTC** as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the Program Manager in the Office of Assessment and Standards (OAS). Crystal Huckabee, is the SC READY Program Manager (clhuckabee@ed.sc.gov; 803-734-8282). Kirsten Hural is the EOCEP Program Manager (khural@ed.sc.gov; 803-734-5981). The Program Manager is well-versed in what constitutes a test security violation and will discuss the possible violation with the DTC. If a TSV has occurred, the Program Manager will instruct the DTC to collect and prepare the appropriate documents. DTCs must complete the TSV application located on the SCDE website and attach all documentation.

The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation. The investigation must capture information including the "who, what, where, when, and how" of the incident.

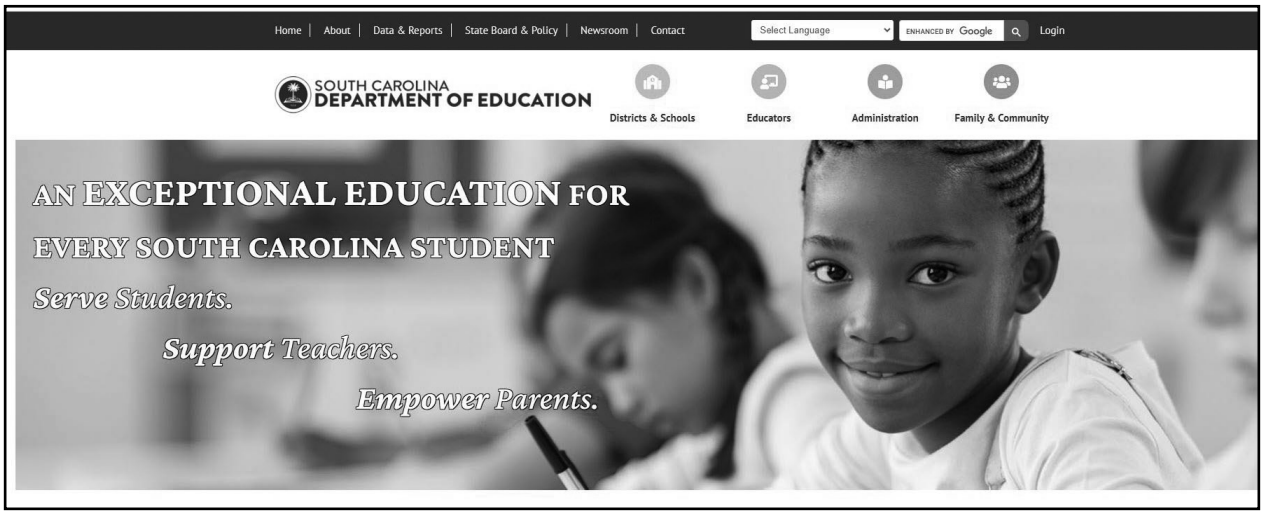
The STC and/or the DTC must obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement.

As appropriate, the STC and DTC may need to interview some or all the persons involved in each incident. All interviews must be conducted individually to elicit the most reliable information. Open-ended questions must be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC must write a summary of the information learned from each student. It is recommended that written statements be collected from students involved in or witnessing an incident when possible based on the age and capability of the student to do so.

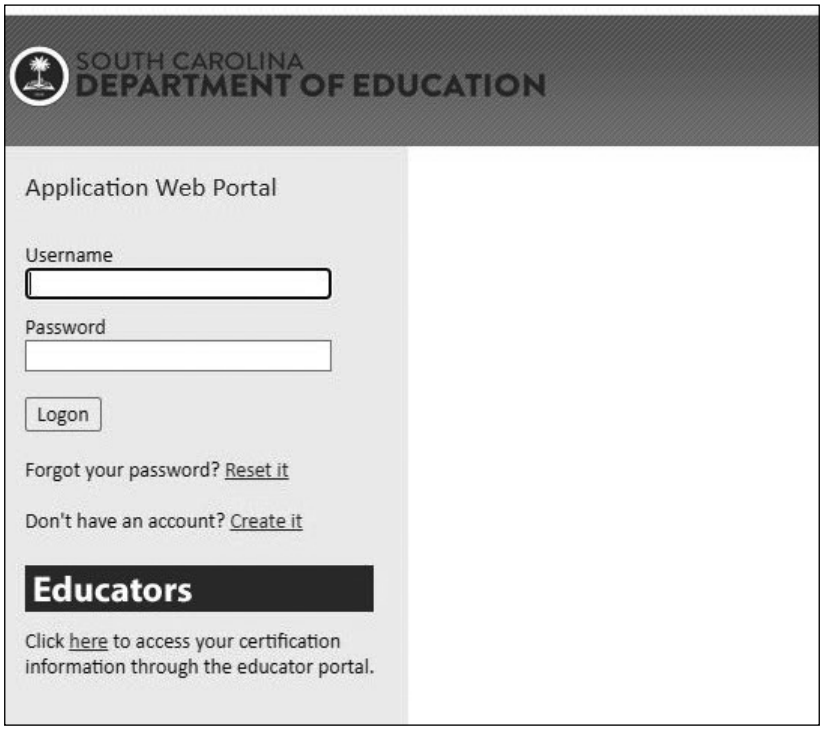
The DTC must write a concise summary of events. The DTC must state in the summary any action taken by the school or the district as a result of the investigation including if the district referred the violation to the police or to the South Carolina Law Enforcement Division.

Test Security Violation Application

To access the Test Security Violation Application, go to the SCDE website at https://ed.sc.gov and login. The login button is on the right side of the screen.



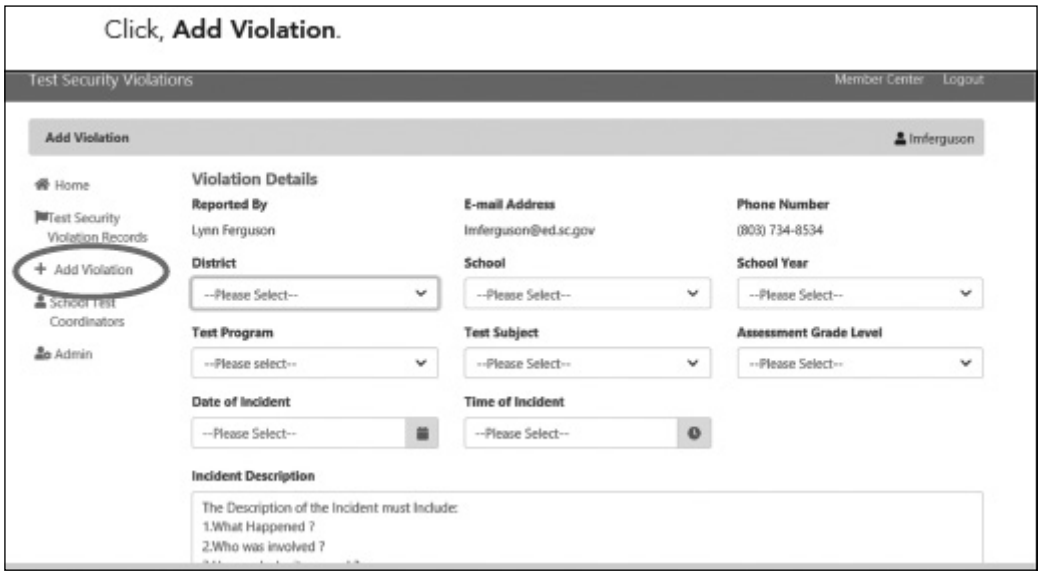
On the login page, type your username and password and click "logon." After login, the Application Web Portal will open.



Under Applications, click on the **Test Security Violations** block at the top of the page.



On the Test Security Violation page, select **Add Violation** (left side of the screen) and fill in all applicable fields. You must click the blue **Add** button to save your information in each section.



Procedures for Violations Involving Students with Accommodations

DTCs and STCs must work closely with all coordinators and teachers involved in the instruction of special education students and multilingual learners (MLs) to ensure that all accommodations are provided for students with disabilities and ML students in accordance with each student's Individualized Education Program (IEP), 504 Plan, or Individualized Language Acquisition Plan (ILAP).

To prevent errors and test security violations involving students with accommodations, all IEP, 504 Plan, and ILAP accommodations must be entered into the precode section of Power School. This provides ample time to double-check lists of students with accommodations well before student records are uploaded in the DRC INSIGHT Portal. The most recent information on a student's allowable accommodations is found in EDPLAN SC.

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as test security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

Actions for Violations Involving Accommodations During Online Testing

STCs must notify the DTC before attempting to take any action in response to the scenarios below.

If it is discovered that a student who tested online did not receive an accommodation that is specified in the IEP/504/ILAP, the specific action to take depends on the number of items the student has completed when the error or violation is discovered. The following are possible scenarios and the actions to take.

If a violation involves ELA or English 2 Writing or Reading, DO NOT continue any ELA or English 2 test administration until the test security violation is resolved. If there is a suspected violation that requires the IEP/504/ILAP Team to determine whether the test score is valid, STOP and wait for a decision before proceeding to the next section of the ELA or English 2 test. For further details on TSV scenarios involving ELA or English 2 Writing or Reading please see scenarios within Online Testing Administration Information of this *TAM*.

When an error is discovered immediately contact the Program Manager (For SC READY contact Crystal Huckabee 803-734-8282, clhuckabee@ed.sc.gov; For EOCEP contact Kirsten Hural 803-734-5981, khural@ed.sc.gov). The Program Manager will determine whether the situation can be resolved quickly so that the student may resume testing immediately. The Program Manager will also determine whether a test security violation must be reported. If the test ticket is regenerated, a new ticket with a new login will need to be printed for the student to access the accommodated test form. As a result, all previous responses will be deleted and the student will need to begin the test again.

- If ten or fewer test items have been completed, contact the SC READY or EOCEP Program Manager for approval to have DRC regenerate the Test Ticket with the appropriate accommodations. The student may resume testing either the same day or on a make-up day. No IEP/504/ILAP team meeting is necessary, but this scenario must be reported as a test security violation.
- If more than ten items have been completed but the student did not finish the test, contact the SC READY or EOCEP Program Manager. The SCDE will determine whether to ask DRC to regenerate the test ticket. For EOCEP the student will likely need to retest with an Emergency Form. The EOCEP Program Manager's approval is required to access the Emergency Form test ticket. No IEP/504/ILAP team meeting is necessary, but this scenario must be reported as a test security violation.

- If the student has completed and submitted the test for scoring, the school/district must convene the IEP/504/ILAP team to review the test security violation as soon as possible after the test administration and follow the procedures described below. This scenario must be reported as a test security violation. **For EOCEP this situation most often requires the student to retake the test with an Emergency Form** that includes the required accommodations. The EOCEP Program Manager's approval is required to access the Emergency Form test ticket.

IEP, 504 Plan, or ILAP Team Meetings

If the student completed testing without the required accommodations, the school/district must convene the IEP/504/ILAP team to review the test security violation as soon as possible after the test administration. During the meeting of the IEP/504/ILAP team, the team may consider only the testing accommodations as written in the IEP/504/ILAP accommodations plan and may not change the accommodations specified in the plans. The IEP/504/ILAP accommodations plan team may not consider the student's test score in their decision.

The minutes and results of this IEP/504/ILAP meeting must be included with the documentation submitted with the Test Security Violation. The IEP/504/ILAP accommodations plan team must address the test security violation as follows:

- For **SC READY** if a student received a non-standard accommodation that is not specified in the IEP/504/ILAP, the team must invalidate the test administration by checking the IEP Invalidation box for that student under the Testing Codes tab in Registration for online testing or by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test. For **EOCEP** the team must request invalidation of the test score by sending an email to the EOCEP Program Manager (Kirsten Hural, khural@ed.sc.gov, 803-734-5981) because the student will be required to retake the test with an Emergency Form. The Program Manager's approval is required to access the test ticket for the Emergency Form.
- If a student received a standard accommodation that is not specified in the IEP/504/ILAP, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- If a student did not receive a standard or non-standard accommodation that is specified in the IEP/504/ILAP, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504/ILAP team determines that:

- **the test administration is valid**, the online test score should **not** be invalidated. For paper tests, return the student's answer document for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) **actually used**—on the student's answer document or in the Details tab within Participant Management for online testing.
- **the test administration is not valid**, the school/district must invalidate an **SC READY** score by checking the applicable IEP Invalidation box for that student under the Testing Codes tab within Registration or by darkening the IEP Invalidation bubble on the student's answer document (for the appropriate subject or session.) **Return SC READY** answer documents to the contractor **in a scorable box**. For **EOCEP** the school/district must invalidate the score by sending an email the EOCEP Program manager (Kirsten Hural.) The team must not base the decision to invalidate the test score on their knowledge of the student's score.

Procedures for Investigating Cell Phone Violations

During statewide testing, students are not permitted to use or be in possession of any electronic device (e.g., cell phone, smartphone, smartwatch, camera, smart glasses, etc.) that could allow them to view, access, retain, or transmit information for any state-mandated assessment. Students who use an electronic device for documented medical purposes (e.g., glucose monitoring, cardiac monitoring) may be allowed access to the device(s) as directed in their IEP or 504 Plan.

Districts and schools must include in their district test security policy their plan to collect and secure prohibited devices so that they are not accessible during testing. In the event a student fails to follow instructions for prohibited devices but **does not use it during testing**, the TA and/or monitor must collect the device when they become aware of its presence and should allow the student to continue testing. Appropriate district and/or school disciplinary policies for this type of incident must be enforced.

Cell Phone or Electronic Device Use Reported *During* Testing

When a TA, monitor, or STC discovers that a student or students are using a cell phone or other electronic device during a test, the following general procedures must be followed.

If a student is viewed with or using a cell phone or other prohibited electronic device during testing, the TA must stop the testing of this student and collect the electronic device from the student. If the student provides the school with the cell phone or electronic device, the student may also need to provide any password, facial recognition, or biometric-protected data needed to open the device. Failure to provide any password, etc. may automatically lead to invalidation of the test score. For **EOCEP**, this may result in a zero counting as 20% of the student's final course grade.

Follow the test security guidelines implemented by the school or district. Notify the STC and the principal.

The STC must alert the DTC. **The DTC must notify the Program Manager in the Office of Assessment and Standards (OAS) that a test security violation (TSV) occurred using a cell phone or other electronic device.** Crystal Huckabee is the SC READY Program Manager (clhuckabee@ed.sc.gov; 803-734-8282). Kirsten Hural is the EOCEP Program Manager (khural@ed.sc.gov; 803-734-5981).

A school or district IT staff person, or another educator who is experienced with or knowledgeable of the type of device and applications, must conduct a reasonable search of the cell phone or electronic device. The search would include the following:

- accessing open applications or text messages/various messaging apps (e.g., Messenger, WhatsApp);
- accessing social media sites (e.g., SnapChat, Instagram, TikTok, Twitter, Facebook);
- looking for recent, deleted, and hidden photos;
- searching for other electronic communications and support applications (e.g., Notes, Translate, Google Photos, Google Drive, Dropbox, Photomath, CyMath, Gauth);
- searching for use of any Artificial Intelligence (AI) applications such as ChatGPT;
- searching recent history on web browsers (e.g., Chrome, Safari, Firefox), noting that there may be more than one browser on the device;
- checking for multiple profiles—students may have one profile their parents monitor and another profile the parents do not know about; and
- checking for discussions of items, pictures of the class, images of test forms, test items, answers to item questions, or anything associated with testing.

Cell Phone or Electronic Device Use Reported (Suspected) After Test Session is Completed

If the TA, STC, or other educator learns that a test security violation involving a cell phone or electronic device is suspected, but not yet confirmed, the STC must begin a thorough investigation of the circumstances surrounding the incident. If there is sufficient reason, the STC and/or principal must ask the student(s) to turn in the cell phone(s) or electronic device(s) for examination. Follow the test security guidelines implemented by the school or district regarding parent notification and confiscation of cell phones or other electronic devices. The STC must alert the DTC. **The DTC must notify the Program Manager in the OAS that a test security violation (TSV) occurred using a cell phone or other electronic device.**

If the student provides the school with the cell phone, the student may also need to provide any password, facial recognition, or biometric-protected data needed to open the cell phone or electronic device. Failure to provide any password, etc. may automatically lead to invalidation of the test score. For EOCEP, this may result in a zero counting as 20% of the student's final course grade.

If the student and/or parent does not willingly provide the cell phone to school officials for an examination, the school must follow district policies and procedures for handling this situation. One option is to contact district lawyers or local law enforcement about the test security incident and request their assistance in obtaining the phone or device in question. If needed, the district should read or send a copy of the test security laws and regulations to the police representative. The police or the school/district may analyze the cell phone or electronic device for theft of test content using the information below as a guideline.

Conduct a thorough search of the phone or device. A school or district IT staff person, or another educator who is experienced with or knowledgeable of the type of device and applications, must conduct a reasonable search of the cell phone or electronic device. The search would include the following:

- accessing open applications, text messages, and messaging apps (e.g., Messenger, WhatsApp);
- accessing social media sites (e.g., SnapChat, Instagram, TikTok, Twitter, Facebook);
- looking for recent, deleted, and hidden photographs;
- searching for other electronic communications and support applications (e.g., Notes, Translate, Google Photos, Google Drive, Dropbox, Photomath, CyMath, Gauth);
- searching for use of AI applications such as ChatGPT;
- searching recent history on web browsers (e.g., Chrome, Safari, Firefox), noting that there may be more than one browser on the device;
- checking for multiple student profiles—students may have one profile their parents monitor and another profile the parents do not know about; and
- checking for discussions of items, pictures of the class, images of test forms, test items, answers to item questions, or anything associated with testing.

Cheating or test content exposure will result in the invalidation of the student's test score. For EOCEP this should result in a zero counting as 20% of the student's final course grade. Enforce any additional school or district policies on cheating, such as suspension, expulsion, or other actions as outlined in the district discipline policy.

Procedures for Exposed Test Items

After examining the phone, any messages, texts, or images found on the cell phone that show test items or test content must be documented. When SCDE assessment items have been exposed on the internet or AI application(s), District Test Coordinators (DTCs) or another designated school official must do the following:

1. The STC or administrator on-site must immediately take clear photos of the exposed assessment items using a district-owned device. The photos must then be transmitted via secure means to the DTC.
2. The DTC must upload the photos of the exposed items to the district's Test Security Folder in ADTS only. Do not include photos of exposed assessment items in the Test Security Violation. If the DTC (or another designated school official) does not currently have access to the Test Security folder in ADTS, they must contact their Web Access Coordinator (WAC) for immediate access to the Test Security Folder. Documentation of secure test items must not be uploaded to any folder in ADTS other than the Test Security folder.
3. Before deleting items from the district-owned device, contact the SCDE Test Security Program Manager, Tonya Kinard (tmkinard@ed.sc.gov; 803-734-8532), to ensure images of test items have been properly uploaded to the ADTS Test Security folder. If Tonya Kinard is unavailable, please contact Kayce Prince-Harvey (klprinceharvey@ed.sc.gov; 803-734-5014).
4. Upon written email confirmation by the SCDE Test Security Program Manager (or designee) that all images have been properly uploaded into the ADTS Test Security folder, delete all images from the student's device AND district-owned device. This includes deletion from recently deleted folders and the AI application(s) used by the student.
5. Send a statement to the SCDE Test Security Program Manager stating that these steps have been completed.
6. It is the DTC's responsibility to ensure that all images are uploaded into the ADTS Test Security folder and have been completely deleted from the district-owned device used to capture the item(s). Images must be uploaded to the ADTS Test Security folder and deleted from all devices on the same day to prevent the images from being saved to the cloud during a normal evening backup. If the DTC is not physically able to travel to the school where the incident occurred, it is the DTCs responsibility to designate an administrator to complete these steps and confirm compliance.

SCDE Test Administration Policies and Procedures

Test Administration Policies

The following section includes important information regarding key test administration policies. All instructions in this manual should be followed as appropriate. Failure to follow all directions pertaining to the administration of a test as specified in this *Test Administration Manual* is a test security violation.

Assessments must be administered in accordance with the standardized procedures outlined in the *Test Administration Manual* (*TAM*) or provided in other test administration materials. Testing irregularities, including administering an assessment out of sequence, may result in the assessment not being scored or reported. The SCDE reserves the right to evaluate the circumstances and determine the eligibility of results for scoring and reporting on an individual or group basis.

Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement during the administration of the SC READY and EOCEP tests.

- The *TAM* is **not** a secure document.
- ***TAM*s should be distributed to STCs and TAs as soon as possible after receipt. Digital copies of the *TAM* are available in advance on the DRC INSIGHT Portal.**
- It is recommended that STCs, TAs, and monitors read the *TAM* prior to the pretest training session.
- TAs must read the administration directions for each test; these directions begin in the *TAM* within the EOCEP Online Testing Administration Directions section of this *TAM*. Failure to follow all directions pertaining to the administration of a test as specified in the *Test Administration Manual* is a test security violation.

DRC INSIGHT Portal Resources

The *DRC INSIGHT Portal Permissions Guide* provides instructions for using the User Management functionality and managing user permissions.

Additional support is available through the *Online Help* feature in the DRC INSIGHT Portal, which includes detailed instructions for the various portal menu options and their functionality.

Portal Training Videos are also available within the DRC INSIGHT Portal for district and school users. These videos provide step-by-step guidance on the portal's key features and processes. A complete list of available training videos can be found in the DRC INSIGHT Portal under General Information > Documents > Training and Presentations.

SC READY Test Administration Windows

The EAA requires the SC READY assessment to be **administered during the last twenty days of each district's instructional calendar**, unless the district requested and received a waiver for a longer testing window.

All districts (including those with a waiver to extend their testing window and/or to test on paper) must adhere to the following deadlines. Not meeting deadlines as outlined in this manual will result in a test security violation.

- **ALL paper testing for SC READY must be completed by the 10th day of the district's twenty-day window.** A district that receives a waiver for **both** paper testing and to extend the testing window, may administer paper tests in the first ten days of their standard twenty-day window as well as in the additional days granted by waiver **prior to** that window.
- **All grade 3 ELA tests must be administered during the first five days of the test window** to support the accelerated reporting schedule for the preliminary rosters.
- **ALL** answer documents containing students' responses must be shipped overnight to the contractor within **three days** of the completion of paper testing but shipped **no later than May 28** for arrival on June 2.

EOCEP State and District Test Administration Windows

The state-approved testing window for Fall/Winter 2026–2027 is November 30–January 22, 2027. Testing for the fall administration cannot begin before November 30. Each District Test Coordinator (DTC) is responsible for determining the District Testing Window and for communicating it to the School Testing Coordinator (STC). DTCs and STCs are responsible for ensuring that the testing schedule (test dates for each subject) is posted on the school's website at least one month prior to the opening of the state-approved testing window.

The district must administer all operational EOCEP tests—Algebra 1, Biology 1, English 2, and United States History and the Constitution (USHC).

- **For Algebra 1, Biology 1, English 2 - Reading, and USHC**, the DTC should select a 15-day district testing window. **This window must not begin earlier than the last 15 instructional days of the semester or school year.**
- **For English 2 - Writing**, the DTC should select a 20-day district testing window. **This window must not begin earlier than the last 20 instructional days of the semester or school year. Some district calendars may not be able to accommodate a 20-day Writing test window.**
- **EOCEP testing should begin early in the district testing window** to allow plenty of time for make-up testing and to reschedule testing in the event of a technology service interruption. Both regular testing and make-up testing must be scheduled within the district window. Make-up testing cannot be scheduled outside the district testing window. The first day of testing does not have to be a Monday.

For all EOCEP tests, the district testing window may be scheduled to extend 2–3 days beyond the end of the semester or school year but may not extend beyond the closing of the state testing window.

School Test Schedules

DTCs must approve school test schedules. It is important for school testing schedules to be finalized and communicated to parents early in the school year. It is not in the students' best interest to change testing dates and times late in the semester or school year. STCs/DTCs are required to complete DRC's Test Schedule Google Survey listing test dates and times before the closing date. After the Google Survey has closed, testing schedules can only be changed with permission from the Program Manager. Changes will only be approved in the event of an emergency or extreme event, such as weather that interrupts the school schedule. No changes will be approved within one month of the state window opening for the assessment. Failure to follow guidelines will result in a test security violation.

Statewide Assessments are in English

South Carolina state law (SC Code Sections 1-1-696; 1-1-697; and 1-1-698) mandates that all statewide assessments are administered in English. Foreign language translations of test items and response options are not allowed; however, translations of the test directions are permitted. Translated test directions are available in 5 languages. The translated test directions are posted to the Portal.

SC READY Format

Each SC READY test is designed to be administered on a separate day (ELA Writing, ELA Reading, Mathematics, and Science.)

ELA Format For grades 3–5, the ELA test is configured as a **3**-part, **3**-ticket test. The parts will be divided as follows: Writing, Reading Part A, and Reading Part B. Reading Part A and Reading Part B must be administered during the same school week (Monday–Friday). For grades 6–8, the ELA test is configured as a **2**-part, **2**-ticket test. The parts will be divided as follows: Writing and Reading. The Writing subtest includes a Text-Dependent Writing (TDW) item where students read a passage and write an essay, using information from the passage to support their answer.

Mathematics Format Given that the updated mathematics standards will be assessed for the first time with the Spring 2026 administration, various components need to be re-calculated to comply with state requirements. In grades 3–5, mathematics has two sections – Mathematics Part A and Mathematics Part B. Mathematics Part A and Mathematics Part B must be administered in the same week (Monday–Friday). For students in grades 6–8, the mathematics test will continue to have two sections. Beginning with the Spring 2026 administration, the "no calculator" section will be administered first followed by the "calculator" section. These sections must be given in that order, which is the order they are presented in test booklets and online. The entire mathematics test (both sections) is designed to be administered in a single day.

Science Format The science test is designed to be administered in one day to students in grades 4 and 6.

EOCEP Format

The EOCEP tests consist of machine-scored items including technology-enhanced, technology enhanced constructed-response, and scenario-based items.

The English 2 test contains separate writing and reading sections. The writing section includes a Text-Dependent Writing (TDW) item in addition to machine-scored writing items. The TDW is composed of a reading passage with a writing prompt relating to that specific text. The prompt requires that students analyze the text and write an essay providing supporting evidence from the passage. Students must take both the writing and reading sections of the English 2 test in the same mode (online or paper test). It is recommended that each EOCEP subject test be administered on a separate day. The English 2 Writing and Reading sections should be administered on separate days. Virtual schools may request permission from the Program Manager to administer the Writing and Reading sections on the same day if families must travel a long distance to the testing location. During make-up testing only, the STC may approve the administration of two tests in one day for homebound students, students with serious medical issues, students up for expulsion, suspended students, or students with serious attendance challenges (including students who are truant).

Test Times and Scheduling

The SC READY and EOCEP tests are not timed. **However, test sessions must begin and end on the same day** unless the student has an IEP/504/ILAP specifying administration of a single test over several days or there are extenuating circumstances (e.g., student illness or power outage). It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. Do not begin test sessions late in the school day. For SC READY only, refer to page 90 of the *TAM* for the definition of a school day.

Times shown below are estimated durations for ACTIVE testing and do not reflect the time needed for administrative efforts (attendance, dissemination of materials, etc.).

Estimated Times for the SC READY Assessments

Grades	Assessment	Estimated Time
3–8	ELA Writing	1 hour, 40 minutes
3–5	ELA Reading Part A and Part B	each 90 minutes
6–8	ELA Reading	90 minutes
3–5	Mathematics Part A and Part B	each 60 minutes
6–8	Mathematics	1 hour, 40 minutes
4 and 6	Science	90 minutes

Estimated Times for EOCEP Assessments

Below are the statewide 75th percentiles for test duration for all operational EOCEP tests administered during fall/winter 2025–2026. These times reflect ACTIVE testing and do not reflect the time needed for administrative activities. DTCs/STCs should use this information to schedule testing blocks accordingly. Field testing is often conducted during the spring administration which increases the length of the tests by about 6–10 items. Two-hour blocks may not be sufficient for some subjects or groups of students. **Testing sessions late in the day must be avoided and may result in a test security violation if school is dismissed and students have not finished. It is recommended that testing not begin after 12:30 pm.**

Assessment	Test Duration for 75th percentile
English 2 Reading	1 hour and 24 minutes
Algebra 1	1 hour and 45 minutes
U.S. History and the Constitution	1 hour and 45 minutes
Biology 1	1 hour and 46 minutes
English 2 Writing	1 hour and 69 minutes

Scheduling Considerations for SC READY and EOCEP

Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable independent activities to engage students while waiting for other students to finish a test. Students should not be allowed to talk or to engage with content related to the subject being tested. Examples of appropriate activities include reading a novel, magazine, or newspaper; completing word or number games; independently working crossword puzzles; or doing schoolwork unrelated to the tested subject. Students are not allowed to use electronic devices for these activities or to communicate with other students in the testing room.

After they have finished testing, students are not allowed to use any electronic device that was used for testing. The TA must ensure that the testing device is fully powered off and put away.

The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., writing a TDW response or entering responses in the answer document or into the online testing system, and working out problems), the TA must allow the student to continue with the test. If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.

If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing. When moving students to another location, tests should be paused and all secure materials collected by the TA. Scratch paper can be returned to students once they are in their new testing location. Failure to collect secure test materials before moving students is a test security violation.

If students have not completed testing by their lunch period, they may be permitted to have a "silent lunch" and must have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.

Multiple Tests Per Day

The SCDE does not recommend administering more than one subject or subtest per day, however, there are exceptions. DTCs may request permission in writing from the Program Manager to administer more than one test per day for certain circumstances. Examples include:

- Students enrolled in virtual school in order to minimize the number of trips parents must travel to a site that is not close to the student's home.
- Students with absences due to a lengthy illness where an insufficient number of days remain in the testing window to administer all days. Students should be well enough to endure three or more hours of testing in these instances.
- Students with special circumstances such as scheduled surgeries, state or national awards ceremony, band competitions, etc.
- During make-up testing only, the STC may approve the administration of two tests in one day for homebound students, students with serious medical issues, students up for expulsion, suspended students, or students with serious attendance challenges (including students who are truant).

Parent Notification – Procedures for Schools and Districts

Preparing students and parents, **in advance**, for the SC READY and EOCEP assessments is important.

DTCs/STCs/Principals must notify students and their parents or guardians regarding the assessments their children will be administered and the policies and procedures that apply to the statewide test administration. Messages to parents should include the information below as well as any other procedures that will be in effect during testing.

- Provide parents with the test schedule which includes the dates and times each subject will be administered. It is recommended that school test schedules be finalized and communicated to parents as early in the semester or school year as possible. Test dates and times must be posted in a prominent place on the school's website no less than a month before the state testing window opens.
- Schools must emphasize to parents the importance of getting their children to school on time and the procedures that will be followed during testing if their children are late.
- Inform parents of any special conditions that will apply to the testing of their children.
- Inform parents and students of the Policy on Use of Calculators.
- Indicate that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.
- Emphasize that students may not be in possession of any electronic device(s) during the test administration that can be used for communicating, recording, timing, creating images, or storing images except for necessary medical devices. Indicate to parents that the devices will be collected by the test administrator and returned after the test administration is completed. Parents should be sent a copy of the district's electronic devices policy. This communication should also include the disciplinary consequences for using/accessing an unauthorized electronic device during testing.
- Parents and students should be made aware that resources regarding testing such as brochures, sample items, sample score reports, Score Report User's Guide, translations, and alternate formats for these resources are available on the school web page and the SCDE Website. Provide parents with these links.

Parent Resource Webpage

There is a Parent Resource webpage on the SCDE website at the following location: https://ed.sc.gov/tests/assessment-information/student-and-parent-resources/. The Parent Resource page includes translations of the Student and Parent Brochures and sample score reports which may be helpful to parents. All resources on the SCDE website are in an accessible version compliant with Section 508 of the Rehabilitation Act of 1973, as amended. The Office of Assessment and Standards will continue to update and provide additional documents and information for parents to this site.

Parents who require alternate formats, such as translations of languages not provided, Large Print, Braille, or oral accommodations for these documents, may contact ResourceRequests@ed.sc.gov.

DTCs and STCs should ensure that parents are made aware of the multiple versions of state resources available and should post a link to the Parent Resource Webpage on the school's website.

Student Participation Guidelines – Procedures for Schools/Districts

All public-school students in grades three through eight must be tested with the SC READY, except those who qualify to participate in South Carolina Alternate Assessment (SC-Alt) for students with significant cognitive disabilities. To meet federal accountability requirements, the SC READY in English/language arts, mathematics, and science must be administered to all students.

All public middle school, high school, alternative school, virtual school, or adult education students enrolled in courses in which the academic standards corresponding to the EOCEP subjects are taught, regardless of course name or number, must take the appropriate end-of-course test, except those who qualify to participate in the South Carolina Alternate Assessment (SC-Alt) for students with significant cognitive disabilities. EOCEP tests must be administered as soon as possible after coursework is completed.

This testing policy includes all students with IEPs, 504 Plans or ILAPs, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ML students, charter school students (including those in virtual charter schools), and students who are incarcerated.

Special Groups of Students

Students with Disabilities—Students with disabilities must participate in SC READY, EOCEP testing or the South Carolina Alternate Assessment (SC-Alt) in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. Refer to **Testing Students with Disabilities** for guidelines on testing students with disabilities.

Adult Education Students with Disabilities—For **EOCEP** students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.

Suspended Students—Students (with or without disabilities) who are suspended must be tested. The district or school may consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternate location.

Home School Students—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school program is registered through the district must be tested according to S.C. Code Ann. § 59-65-40 (A)(6)(2004).

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the TA if the test is administered at the student's home.

A monitor must accompany the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing.

Home school students will receive individual student results but will **not** be included in the district or school data.

Homebound Students—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [2 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test. It is a district's decision to choose whether or not to have a monitor present when testing homebound students. Homebound students may be tested online with a district-owned laptop. For **EOCEP** a paper administration may be allowed on request.

Homebased Students—Students who receive homebased instruction must be tested. Homebased students normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.

Multilingual Learners (MLs)—Students who are MLs are required to take the SC READY tests. MLs enrolled in courses in which the academic standards corresponding to EOCEP subjects are taught must take the appropriate tests. See **Testing Multilingual Learners (MLs)** for more information on the administration of the SC READY and EOCEP to ML students.

Foreign Exchange Students—Foreign exchange students who meet the **EOCEP** eligibility criteria must participate in **EOCEP** testing.

Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student.

Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility, including a facility for treatment of mental health or chemical dependence) is located.

Non-Public School Students—Non-public school students do **not** participate in SC READY or EOCEP testing. These include:

Expelled Students—Expelled students are no longer enrolled in public school and do not participate in state testing **unless the expelled student has an IEP**. When a student with an IEP has been expelled, a new IEP must be written that outlines services to be provided during the expulsion period and the manner in which the student will be tested.

Non-District-Affiliated Home School Students—Home school students who are registered through one of the professional home school organizations are home schooled outside the district's authority, are not enrolled in public school, and are not tested with SC READY or EOCEP. These students are considered private school students.

Private School Students—Students who attend private school are not enrolled in public school and are not tested with SC READY. Private school students are not tested with EOCEP unless they are enrolled in a **VirtualSC** course that requires an EOCEP test.

VirtualSC Students—VirtualSC's goal is to provide a statewide supplemental or alternative online program for 7th- to 12th-grade students by ensuring equitable access to rich and varied learning opportunities for South Carolina students.

Students taking virtual school courses that correspond to the EOCEP subjects will take EOCEP tests online during the district's testing window. Scores are applied to the report card for VirtualSC.

To ensure that scores are reported for VirtualSC, select "B-SC Virtual School Program" in the precode menu for Instruction Type. If this information is precoded for students, no further action or coding is required. If this information was not precoded, complete the following steps in the DRC INSIGHT Portal:

First, a Registration must be created for the student or the student must be entered into an existing Registration.

Select VirtualSC in the Testing Codes section located in the actions menu within the student's registration of the DRC INSIGHT Portal.

EOCEP Alternative Window

There are occasionally extraordinary circumstances that may prevent a student from participating in planned/scheduled testing (e.g., a homebound student who, based on a medical record from a physician, is physically and/or mentally unable to participate in instruction or assessment during the testing window, including make-up days). DTCs may request approval for testing students outside the district testing window by submitting a completed Alternative Testing Window Application. The application form can be found on the EOCEP webpage under Additional Resources and Information (https://ed.sc.gov/tests/high/eocep/).

Alternative Testing Windows may not be used for standard make-up testing. Make-up testing must be built into the district's testing window. Please submit the Alternative Testing Window Application at least **one week** in advance of the requested testing dates.

Residential Treatment Facilities

All students placed in a Residential Treatment Facility (RTF) must participate in statewide assessments. For accountability purposes, the assessment scores for students residing in RTFs will be attributed to a specific school only if the child physically attends the school. The performance of students residing in an RTF who receive their educational program on site at the RTF will be reflected on a separate line on the facility school district's report card and will not be included in the overall performance rating of the facility school district.

Proviso 1.38 describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. For more information about RTFs, refer to Proviso 1.38. The proviso requires that students receive educational services from the school district in which the RTF is located. The facility school districts are required to provide all educational programs and services for students, both with and without disabilities, who are referred, authorized, or placed by the state in the RTF.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the state, the facility school district may choose to provide the educational program to the child and must negotiate with the resident school district for services through medical homebound procedures.

If a school district places a student in a group home or RTF, the district that facilitated the student's placement **remains** responsible for ensuring that the student participates in the statewide assessments. The statewide assessments may be administered by the placing school district or through an arrangement with the district in which the RTF resides, but in either case, test booklets for any paper testers are returned to the placing school district and the scores are reported for accountability in the student's home district.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and can contract with the appropriate entity for payment of the educational services provided to the child.

RTFs must notify the facility school district as soon as practical of a student's admission to the RTF. RTFs, the facility school districts, and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services (e.g., testing) as necessary to assist the facility school district in determining the resident school district.

Procedures for Testing RTF Students

The district is responsible for providing any required test administrations. Districts must ensure that certified professionals administer the tests and that these individuals are properly trained for the specific test administration. Testing must be conducted during the published schedule for the specific test or DTCs must provide a written request for an alternative schedule. There are three acceptable alternatives for ensuring that students in RTFs are appropriately assessed. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests; or
3. provide transportation for the student to and from a school for test administration.

Districts are responsible for obtaining all required test materials for the student to be tested and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. The online test may be administered on a district-owned laptop computer that has both Central Office Services-Service Device and the DRC INSIGHT test engine installed. If the SC READY is administered at the RTF facility, the test materials may be delivered, in person, to the person who will be administering the test, or test materials may be mailed via FedEx as long as a signed receipt is obtained. If the district has chosen alternative #3, the student may be tested online at a district school.

Testing Out-of-State Students

All students need to be tested even if they are schooled out of state. The district is responsible for providing any required test administrations. Testing outside of the United States is not permitted. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests;
3. provide transportation, meals, and other essentials for the student to and from the school for test administration within South Carolina; or
4. elect to receive a zero on the test participation standard for not testing the student, and for EOCEP a score of zero must be included as 20% of the student's final course grade.

Districts are responsible for obtaining all required test materials for students who are to be tested out of state and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. Districts must ensure that certified professionals administer the tests and that such individuals are properly trained for the specific test administration. Testing must be conducted during the published schedule for the specific test, or DTCs must provide the SCDE with a written request for an alternative schedule.

Districts must notify the Office of Assessment and Standards, in writing, that out-of-state testing will occur and must provide the following information: district, school, name of test, student's name, student's grade, name of professional who will administer the test, dates of the test administration, and the location of the testing.

Requirements for Calculator Use in 2026–2027

The Desmos calculator is the recommended calculator for SC READY mathematics for grades 6–8, EOCEP Algebra 1 and Biology 1 assessments. The Desmos calculator is embedded into the online test engine. Using the Desmos calculator will reduce security risks and the burden on test administrators to clear memories on hand-held calculators before and after testing. Desmos can be accessed for free at www.desmos.com and used by students during daily instruction. However, the calculators available on the SC READY and EOCEP may differ from the free version. To learn more about the differences between the free Desmos calculator and the testing version used on these exams, visit https://www.desmos.com/testing/southcarolina. From there, download the South Carolina PDF and select the appropriate Desmos testing calculator for your exam.

Online Calculators

For SC READY, grade 6 students will have access to both the Desmos four-function and scientific testing calculators during the SC READY mathematics calculator section and the SC READY science test. Grades 7 and 8 students will have access to both the Desmos scientific and graphing testing calculators during the SC READY mathematics calculator section.

Students taking the Algebra 1 and Biology 1 tests will have access to both the Desmos scientific and graphing calculators.

Hand-held Calculators

For SC READY, grade 6 students may use a basic four-function or scientific calculator during the mathematics calculator section or science test. For SC READY science, all calculations are easily computed with a basic four-function calculator. Grades 7 and 8 students may use a scientific calculator or one of the graphing calculators listed below during the SC READY mathematics calculator section. They must first follow the "Procedures for Using Handheld Calculators" provided below. A graphing calculator most closely matches the functionality of the online Desmos tool. Calculators must not have a Computer Algebra System (CAS).

For EOCEP, students may use a scientific calculator or one of the graphing calculators listed below during the Algebra 1 and Biology 1 tests after following the "Procedures for Using Hand-held Calculators" below. A graphing calculator closely matches the functionality of the online Desmos tool. Calculators must *not* have a Computer Algebra System (CAS).

Allowed hand-held graphing calculators (*No other* graphing calculator may be used.):

- Texas Instruments: TI-73, TI-83 series (all), TI-84 series (all), TI-Nspire, TI-Nspire CX, TI-Nspire CX II, TI-Nspire with TI-84 touchpad (The TI-Nspire with TI-84 touchpad *must* have the TI-84 touchpad installed during testing.)
- Casio: fx-9750GIII, fx CG50 PRIZM
- NumWorks: NumWorks graphing calculator
- Students who are blind and/or have visual impairments may use the Orion TI-84 Plus Talking Graphing Calculator with the Accessibility Attachment or the Orion TI-30XS Talking Calculator, as determined by the student's IEP or 504 Plan. When using these talking calculators, students must use headphones or receive an individual administration.

Procedures for Using Hand-held Calculators

To avoid test security violations and to ensure validity of the test scores, hand-held calculators must have the most up-to-date operating systems and must be cleared as described.

Checking the Operating System

The most up-to-date, manufacturer's operating system must be installed on all hand-held calculators. Before testing, each calculator must be checked by the School Testing Coordinator (STC) or the Test Administrator (TA) to ensure compliance. The operating systems must be *greater than or equal* to the following:

- TI-73: 1.91
- TI-83: 1.19
- TI-83 Plus, TI-83 Plus Silver Edition: 1.19
- TI-84 Plus, TI-84 Plus Silver Edition: 2.55
- TI-84 Plus C Silver Edition: 4.2
- TI-84 Plus CE: 5.8.5
- TI-84 Plus CE Python: 5.8.5
- TI-84 Evo: (new)
- TI-Nspire using TI-84 Plus touchpad: 2.55
- TI-Nspire CX: 4.5.5
- TI-Nspire CX II: 6.4
- Casio fx-9750GIII: 3.7.1
- Casio fx-CG50 PRIZM: 3.8.1
- NumWorks: 25.0

Clearing the Calculator Memory, Data, Applications, and Programs

The STC or the TA, *not* students, must clear all calculators (i.e., four-function, scientific, and graphing) **before** and **after** testing. **All memory, data, applications, and programs must be deleted from RAM and Archive.** (The "Finance" App on TI calculators is part of the operating system and cannot be deleted.) Directions for clearing calculators can be found on the manufacturers' websites. The district or school must locate and distribute the clearing directions.

Test Mode for TI-Nspire CX and TI-Nspire CX II:

The TI-Nspire CX and TI-Nspire CX II must be put into Test Mode to disable sliders and prevent access to data stored on the calculator. The directions for placing the TI-Nspire CX and TI-Nspire CX II into Test Mode are on the TI website here: https://education.ti.com/en/high-school-state-test-map.

Exam Mode for Casio Calculators:

All Casio calculators must be placed into Exam Mode. The directions for Exam mode are:

- Press [SHIFT]+[AC] (Off)
- Hold [COS], [7], and [AC/ON] to power up the device with the Exam Mode prompt
- Press [F1] (Yes), then [F2] (Continue?)

Test Mode for NumWorks:

The NumWorks graphing calculator must have the memory cleared and be put into Test Mode to disable Exact results, Equation solver, and Advanced graphing. The directions for placing the NumWorks graphing calculator into Test Mode are on the NumWorks website here: www.numworks.com/calculator/exams/south-carolina/.

Additional Steps for Student-Owned Calculators

Students must agree to the following steps before being allowed to use their personal calculator:

1. Students should back up any data, applications, or programs they wish to save.
2. Students must turn in their calculator at least 24 hours before testing to allow the STC or TA to verify that an up-to-date manufacturer's operating system is installed and to clear the calculator as described in the previous section.
3. The school must maintain possession of the calculator until testing.
4. When the student completes the test, the TA must collect and keep the calculator until it has been cleared as described in the section above.

If you have any questions, please contact Lori Washington at lwashington@ed.sc.gov, or Crystal Huckabee (SC READY) at clhuckabee@ed.sc.gov, or Kirsten Hural (EOCEP) at khural@ed.sc.gov.

Policy on Use of Electronic Devices

During testing, students may not be in possession of any electronic or other device that can be used for communicating, recording, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, electronic readers, headphones, smart watches, smart glasses, stop watches, electronic translators, handheld devices, or any electronic imaging or photographic devices.

This restriction does not apply to devices documented for use in a student's IEP or 504 Plan, such as medical devices for monitoring diabetes or headphones or earbuds needed for an oral administration. During testing these devices should be used in the same manner in which they were utilized in the classroom each day. In the case of a student with diabetes who is using a device for continuous glucose monitoring, the device (cell phone, meter, transmitter, etc.) may be kept on the student, on the student's desk or on the teacher's desk depending on the type of device. In the case of cell phone usage, the teacher should monitor to ensure the phone is used only to monitor the glucose levels. If the student experiences extreme or sudden changes in glucose levels (up or down), the student must be allowed to take precautions as outlined in the student's IEP, 504 Plan, or Individual Health Plan.

The district and school must have procedures in place for the collection of these devices prior to the beginning of testing. TAs must remind students immediately upon entering the testing room that no electronics are allowed during testing and for them to be powered off and placed in the designated location. Before passing out test documents, including registration tickets, TAs and Monitors should once again request that all electronics be powered off and placed in the designated location. Finally, while reading the directions from the *TAM*s, TAs should, for the third time, ask for electronics to be powered off and placed in the designated location. Students are not permitted to have any papers in the sleeves or covers of their testing devices. Schools must have policies/procedures in place for TAs and monitors to check testing-device covers for papers.

Testing Environment – Procedures for Schools/Districts

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students. Schools must adhere to the following standards to ensure that all students have an equal opportunity to perform their best on the assessments.

- Tests should be administered in a familiar setting to reduce student test anxiety and simplify test security.
- Students should be tested in rooms that have good lighting and are well ventilated with a reasonable temperature.
- Adequate space between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions and/or folders around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. A "Do Not Disturb" sign for use during testing can be found on the DRC INSIGHT Portal; it should be printed and taped to the outside of each entrance to a room being used for testing.
- Students who are not participating in testing should not be permitted in the hallways outside of testing rooms. Schools must make efforts to avoid testing distractions by limiting testing to certain halls or wings of the building.
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.
- Windows in all doors of testing rooms must be uncovered so that testing can be monitored without disturbing test administration or students.
- For all **individual administrations**, both a TA and a monitor must be present.
- For EOCEP only, if a school chooses to administer the test in a large-group setting, an additional monitor must be provided for every additional 25 students. A large-group setting is testing that occurs in a large space such as a gym or cafeteria with more than one class of students testing together. Schools must ensure there is adequate space to facilitate active monitoring of students in large-group settings.
- Once test administration directions have been read and students have begun the test, no other students can enter the testing room. These students must be tested in a separate session for late arrivals or scheduled for make-up testing.

Preparing Students for Online Testing (OTT and Tutorial)

All students who will be testing any subjects online should review the Online Assessment Tutorial and complete the Online Tools Training (OTT) **prior to** the first day of online testing. The Tutorial and OTT are publicly available by using a Google Chrome browser at the following link: https://portal.te.drcedirect.com/SC. The online tutorial is a narrated video that helps students and Test Administrators become familiar with all aspects of online testing.

The OTTs simulate online testing and allow students to become familiar with the online test environment, the suite of online testing tools, and the types of technology enhanced questions they will encounter on SC READY and EOCEP tests. They contain sample test questions to help students and Test Administrators

become familiar with the tools and features available during online testing. The OTTs are also available on the DRC INSIGHT Online testing page. Both standard and accommodated versions of the OTT are available.

TA Preparation for Oral/Signed Administrations

TAs may *not* review the online version of the test. Schools should have students who will be using online oral/signed administration accommodations complete the TTS or VSL versions of the Online Tools Training (OTT) prior to the operational window to ensure that this accommodation is operating correctly and that students have an opportunity to become familiar with its use.

To prepare for an oral or signed administration of a paper test, the TA may review the *Oral/Signed Administration Script* up to two days during the week prior to the administration of the subject-area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. For SC READY this is a requirement for both paper and online testing, for EOCEP seating charts are only required for online test sessions. To assist TAs with this task, an optional seating chart PowerPoint is provided on the DRC INSIGHT Portal (https://sc.drcedirect.com). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. It is advised that TAs create their seating charts prior to testing so that they may properly monitor students and not be distracted by other tasks.

Each seating chart should contain the following identifying information: district, school, test date, subject (specifying which session for tests that have multiple sessions), grade level, and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. TAs can utilize the students' test form assignments on the Online Testing Roster for determining seating chart assignments for online test administrations. Students with the same test form number should not be seated in proximity to one another.

The DTCs must return all seating charts to the contractor by posting them to the SFTP site. For EOCEP, seating charts may be returned via hard copy with nonscorable materials. To return the seating charts via the SFTP site, see the document posted to the DRC INSIGHT Portal titled "SFTP Instructions for DTCs."

Active Monitoring

Active monitoring is a critical component of proctoring state tests. Student cheating by covert use of cell phones and other smart technology to access Artificial Intelligence applications has increased dramatically in recent years. **Active monitoring is the most effective means of preventing prohibited student behaviors.**

- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses into the online test or on their paper answer document.

- TAs and monitors should observe students from all angles, including their hands and testing devices. It is easy to miss students' covert use of cell phones. Students should not be permitted to use blankets or other items that might obscure the TA or monitor's ability to ensure the integrity of the testing session. Items that prevent TAs and monitors from observing the use of a cell phone or other wearable technology (e.g., smart glasses, bluetooth earbuds, smart watches) must not be allowed.
- TAs and monitors should be alert and on the lookout for any prohibited student behaviors, such as copying from other students, talking, or accessing applications or the internet on the testing device. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- TAs and monitors must not work or communicate on a desktop, laptop, phone, or similar device during a test administration, unless the TA is using the Test Monitoring Application. Monitors assigned to hallways may use a laptop to monitor testing progress. No other use of laptops by monitors is permitted. Any electronic devices must be silenced during testing. TAs and monitors should be actively monitoring students throughout the test session. Additionally, TAs and monitors must not read, grade papers, or engage in any activity that prevents them from actively monitoring students who are testing.
- If the TA is using the Test Monitoring Application:
  - A monitor must be present in the room and actively monitoring students at all times.
  - TAs are still required to actively monitor students during testing.
- A dedicated monitor is required for each hallway where testing is occurring. The monitors assigned to hallways must actively observe movement, ensure unauthorized access is prevented, and support test security. This person may assist TAs in communicating with the STC.
- TAs and monitors must not use cell phones. Because of the number of test security violations associated with electronic devices, it is strongly encouraged that TAs and monitors power off cell phones and smart watches for the duration of the test session.
- TAs and monitors must not communicate with the STC by cell phone during testing or while in possession of secure test materials.
- TAs and monitors must not engage in any unnecessary conversation.
- STCs should monitor testing to ensure that expectations for the testing environment and active monitoring are met.

Specific Requirements for Proctoring Online Testing

- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.
- For schools that elect to use the Test Monitoring Application, no other program or software may be used on the device being utilized to monitor the testing status and progress of students.
- Student access to and use of testing devices prior to the beginning of the test is discouraged and must be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.

- TAs must ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until directed in the *TAM*. If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- As part of the testing materials checkout procedure, TAs should review their roster to ensure that they are aware of any accommodations students may have and that they have the necessary materials for students to receive these indicated accommodations.
- Student test tickets must be collected soon after students have logged in and begun testing unless the test ticket is printed on paper that is also provided for scratch work. The TA must collect student test tickets and any other test materials before students leave the testing room. These secure testing materials and the online testing roster must be stored in a secure location.
- Secure testing materials should be returned as soon as possible after each testing session. TAs and STCs must use a two-person check-in procedure to document the return of secure testing materials. TAs and STCs must not wait until the end of the school day to return testing materials.
- Testing rooms should have extra testing devices available if problems with technology software or hardware occurs. An IT person/resource should be available to assist TAs with such issues.

Universal Design and Universal Supports

SC READY and EOCEP adhere to the principles of universal design and universal supports.

Universal Design describes a framework for curriculum design, instructional processes, and assessments that provides all students with equal opportunities to learn and to demonstrate what they have learned. The impetus behind universal design is to provide access to the greatest number of students during assessment. Universal design benefits all learners as it incorporates flexibility to meet the diverse needs of a wide range of students.

Universal Supports are based on the premise that each child in school is a part of the population to be tested, and that testing results should not be affected by disability, gender, race, socioeconomic status, or English language ability. Universal supports are not intended to eliminate individualization, but they may reduce the need for certain accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves. Universal supports are available to all students taking state assessments in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by Test Administrators during testing. Universal supports do not affect the construct being measured by the assessment. If something is considered a universal support, it does not automatically mean that every student **must** receive it, but that all students will have access to it.

Provided that students have become familiar with the appropriate use and availability of universal supports, these should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using universal supports and must help students determine when a support may be useful and appropriate. Making connections between learning strategies used during instruction and similar universal supports available on the assessment may help students decide which supports are appropriate and when to use them.

Universal Supports

- **Colored Overlay**—A tool that the student can use that changes the contrast between the text and the background color.
  - Online test: students can select this tool by selecting Color Preferences from the Options menu.
  - Paper/Pencil test: students can use full-page or partial-page semi-transparent colored overlay (provided by the school) that is used during regular instruction.

- **Highlighter**—A tool that the student can use to mark specific text in the test booklet, on their scratch paper, or in the online system.
  - Online test: student can select highlighter tool.
  - Paper/Pencil test: student may use their preferred writing tool to mark specific text in test booklet only, not on the answer document.
- **Visual Aids**—A tool that the student can use to guide his or her eyes while reading text on the screen or test booklet; a tool that the student can use to increase the size of the graphics and text.
  - Online test: students may select the magnifier tool or the line guide tool.
  - Paper/Pencil test: students may use a low-vision device [e.g., handheld magnifier, magnification device (must not require Internet access for use), blank-line ruler or blank tracking device, non-calibrated ruler].
- **Scratch Paper**—A tool that the student can use for notes, drafts, and diagrams.
  - The paper can be a blank sheet, grid paper, ruled notebook paper, colored paper, raised-line paper, bold-lined paper, or raised-line grid paper.
  - Scratch paper with student writing is considered a secure test material. Test administrators must collect used scratch paper. Used scratch paper must be handled in accordance with state test security policy.
  - Scratch paper should be available to students upon request.
- **Ergonomic or Corrective Writing Tools**—A tool that the student can use to add in ease of writing or typing.
  - Tools used during regular instruction including pencil grips, large-diameter pencils, and non-traditionally shaped pencils.
  - The writing tool used on the paper-and-pencil answer document must be a number 2 pencil. The appearance, size, or shape of the pencil is irrelevant.
  - The student may use any writing tool on scratch paper; it does not have to be a number 2 pencil.
- **Silent Breaks**—A tool that refers to planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious, sensory needs).
  - Students may take breaks as needed.
  - Students must remain in the testing environment for silent breaks and engage in activities that will not disturb or distract other test takers.
  - There should be minimal interactions with other students.
- **Repeated Directions**—A tool that allows for TAs to reread, sign, cue, or communicate, through a transliterator or sign language interpreter, the directions from the *TAM* or script, as requested by the student.
  - Allow students to ask questions about directions and procedures; TAs and monitors may not answer questions about test items.
  - Each student should hear all the administration directions for each test. Do not allow administration directions to be read over a public address system.

Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or EOCEP tests.
- ML students may use a word-to-word bilingual dictionary as an accommodation during any SC READY or EOCEP tests. See Accommodations within the Testing Multilingual Learners (MLs) section of this *TAM* for details on ML accommodations.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference materials. Computerized dictionaries and thesauruses are not allowed during testing.

Materials Supplied by the Schools

- For paper testers schools must supply **sharpened No. 2 pencils with erasers.** Students must NOT use pens or highlighters on any portion of the SC READY answer documents. Students may use their own No. 2 pencils.
- **Scratch paper:** Students may use scratch paper for **all** portions of the SC READY and EOCEP tests. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that all scratch paper, whether used or not, is collected after the student completes testing. Scratch paper with student writing is a secure material, but TAs should pay particular attention to the distribution and collection of scratch paper for the ELA and English 2 TDW item. It is recommended that schools develop a process for keeping track of the distribution and collection of scratch paper the ELA and English 2 Writing sections. The paper can be a blank sheet, grid paper, ruled notebook paper, colored paper, raised-line paper, bold-lined paper, or raised-line grid paper. Any scratch paper with student writing must be securely destroyed at the completion of testing; it should not be returned to the contractor.
- A graph paper pdf file may be downloaded from the DRC INSIGHT Portal (https://sc.drcedirect.com) Downloaded graph paper may photocopied.

Guidelines for Situations That Happen During Testing

Schools must have policies and procedures in effect for classroom disturbances that interrupt testing. In addition to technology challenges, such disruptions could include unruly students, students who sleep during the test, students who refuse to take the test, and students arriving late to school or leaving early because of appointments. TAs must know what to do in each of these situations.

Contingency Plans for Technology Challenges

TAs should know what to do in the event of technology challenges, such as computer malfunction or internet service interruption. South Carolina law mandates that districts be allowed to request paper test booklets in the case of extreme weather or other disruptions. Refer to the Online Testing Administration section for actions to take in various online testing scenarios.

- Device hardware or software malfunctions—Schools and/or classrooms should have extra computers or testing devices available. An IT person/resource should be available to assist TAs. If testing cannot continue due to the technology malfunction, the student(s) may resume testing at a later date. In this situation, the DTC has the authority to unlock student test tickets.
- Power or Internet service interruption—If service cannot be recovered in the same day, students may resume testing at a later date. The SCDE should be notified when this occurs. In these situations, the DTC has the authority to unlock student test tickets.

Unlocking Test Tickets

- DTCs have the authority to unlock test tickets in certain situations (Refer to the section Online Testing Administration Information):
  - When testing is interrupted due to student illness or a power/internet outage and must be made up later.
  - When a student test becomes locked accidentally, the student will resume testing the same day.
  - When a student has an IEP, 504-Plan or ILAP that specifies testing over multiple days as an accommodation (see Accommodations.)
- STCs do not have the authority to unlock test tickets, and DTCs must not give unlock permission (in the DRC INSIGHT Portal) to STCs.

Fire Drills, Bomb Threats, Power Failure

If a **fire drill or bomb threat** occurs during testing, TAs should collect the online testing rosters, test tickets, test booklets, answer documents, and other secure materials as the students leave the room (provided doing so does not compromise anyone's safety). The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

The TA should follow all school and district safety protocols for evacuations.

When a **power failure** occurs, the school(s) affected by the disruption will notify the DTC who will then notify the appropriate Program Manager. If the power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to one of the remaining days in the testing window. Any remaining tests should be administered as scheduled.

Technical Issues During Testing

The Online Testing Administration Information section of this manual provides additional guidance on technical issues that may occur during online testing. This section provides guidance on topics such as technical troubleshooting, pausing testing, handling the loss of internet connectivity, unlocking student tests, missing accommodations and other information. DTCs, STCs, and TAs must review and understand this section before testing.

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed to a later date within the testing window, and/or the student may be offered any of the options listed as a standard accommodation in the Testing Students with Disabilities section of this manual.

These accommodations include changing the setting, timing, or scheduling or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in the Testing Students with Disabilities section; the accommodation(s) used should be documented in school records but ***not coded*** on the student's answer document. If necessary, contact the Program Manager to discuss possible alternative test dates.

Student Illness

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement, as needed.

- The TA should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- The TA should not leave the room. If possible, the TA should send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated, and the student's desk and the classroom have been cleaned.
- If a student cannot be tested during the testing window, contact the Office of Assessment and Standards to discuss possible alternative test dates.
- If a student becomes ill during online testing and does not complete the test, the TA should close that student's test. To do so, go to the computer used by the student and complete the following steps:
  1. Click **Pause Test**.
  2. Click **Exit** on the **Pause** screen.
  3. The question "Are you sure you want to Exit and Close the test?" will be asked. Click **Exit**.

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student's test is ended by clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page 101 for more information. The student's name should be added to the make-up roster.

Make-up Testing

The administration of one make-up test per day is recommended. During make-up testing only, the STC may approve the administration of two tests in one day for homebound students, students with serious medical issues, students up for expulsion, suspended students, or students with serious attendance challenges (including students who are truant). The administration of two make-up tests in one day for any other reason requires written approval from the Program Manager.

Student Transfers

Students can be transferred either within the same district or across districts. The following are the steps for school-to-school and district-to-district transfers. If a student with an In-progress test has been transferred to another school see the section titled, "Online Test Ticket Transfer."

School-to-School Transfers

Option 1 (Locate Participant Record and Transfer)

This is suggested for bulk school-to-school transfers. Users must have access to both schools to complete this type of transfer and must have the **Participant – Transfer** Permission.

1. Select **Participant Management** from the My Applications menu bar.
2. Click **Select a Site …** from the top right corner of the screen and select your school by searching for the sending school's name or code. Click **Save**.

3. Confirm the correct Academic Session is selected in the Academic Session drop-down.
   - Note: This will default to the current year.
4. Use the checkboxes to select the participant you wish to transfer. You can use the filters to narrow your selection.
5. After you have selected your participants(s), click the **Transfer Participants** button.
6. Confirm the correct participant(s) are listed for the participant transfer.
7. Select the receiving school for the participant transfer by choosing the appropriate option from the School drop-down menu.
8. Carefully read the message displayed on the screen. When you are ready to confirm the transfer, click **Transfer**.

Option 2 (Search from Receiving School and Enroll)

This is suggested to use when transferring one participant at a time. Users must have the **Participant Transfer – Request** Permission. Users will be able to search for students across the state, so it is recommended for District users only.

1. Select **Participant Management** from the My Applications menu bar.
2. Click **Select a Site …** from the top right corner of the screen and select your school by searching for your school's name or code. Click **Save**.
   - Note: A school must be selected.
3. Confirm the correct Academic Session is selected in the Academic Session drop-down.
   - Note: This will default to the current year.
4. Select the **Enroll Participant** button.
5. A pop-up window will open. Enter the participant's first name, last name, SSID, and date of birth in Participant Search.
6. When the desired participant record displays, select **Request Transfer**.
   - Note: this option can only be used to transfer participants one at a time.
7. A confirmation window will open. Click **Transfer** within the confirmation pop-up.

Note: If the School-to-School request is made by the DTC, no approval is necessary. If the School-to-School request is made by the STC, then the DTC will need to approve the transfer request.

District-to-District Transfers

Users with the **Participant – Transfer Request** permission can search and request a participant to be transferred to their site. Please note that users with this permission will be able to search for students across the entire state. It is the DTC's discretion to assign this permission out to other users.

Users with the **Participant – Transfer Approve** permission can review and approve or deny transfer requests.

The status of all transfer requests can be monitored from the **Transfer Report and Actions** page. This page is accessible through the navigation on the left-hand side of the Participant Management home page.

Request a Transfer

To request a transfer of a student from another school (pull) *within* the district or *district-to-district*, perform the following steps:

1. Select **Participant Management** from the My Applications menu bar.
2. Click **Select a Site …** from the top right corner of the screen and select your school by searching for your school's name or code. Click **Save**.
3. Confirm the correct Academic Session is selected in the Academic Session drop-down.

   Note: This will default to the current year.
4. Click on **Enroll Participant** when the button becomes active.
5. On the **Participant Search** screen, enter the required search criteria to see if a record for the student already exists.
6. If a match is found, request the student record be transferred from the current site by clicking the **Request Transfer** button.
7. Confirm the request in the dialog box.
8. Monitor the **Transfer Report and Actions** page to see when a transfer request status indicates **Complete**. Once the transfer has been approved, the receiving site must manually register the student.

Before the State Testing Window

The receiving district requesting the transfer should contact the sending district to notify them that a student transfer request has been submitted and is awaiting approval within the DRC INSIGHT Portal.

During the State Testing Window

If the receiving district is unable to make contact with the sending district and the transfer request cannot successfully be completed within one week of providing notification, please contact SCDE and copy DRC Customer Service for guidance on how to proceed.

Approve a Transfer Request

- For *district-to-district* transfer requests, perform the following approval steps.
- For *within district* transfer requests, an approval is not required if the request was made by the District Test Coordinator or a site-level user with the **Participant – Transfer Approve** permission.

Users with the **Participant – Transfer Approve** permission will see transfer request notifications upon logging into the DRC INSIGHT Portal, under the Notifications section (alarm icon).

1. Click on the notification link to be redirected to the **Transfer Report and Actions** page. This page is also accessible through the navigation on the left-hand side of the Participant Management home page.
2. Transfer requests requiring review will show **Pending** in the Status column. Use the available filters to display the Pending requests.
   - To approve a transfer, click the **Approve** button (blue checkmark).
   - To deny a transfer, click the **Deny** button (blue X).
3. Confirm your action in the dialog box.

Online Test Ticket Transfer

If a student with an in-progress test has been transferred to another school, follow the steps below to ensure the student receives a complete test record.

1. The DTC from the impacted district(s) contacts the SCDE to inform them of the student transfer and provides the SCDE with the student name, the SIDN where the student scores should be reported, and the name and email address of the STC who will be printing the test ticket.
2. The SCDE contacts DRC and gives them authorization to deliver the student test ticket information to the new school and also provides DRC with the reported SIDN for the student in question.
3. DRC will securely post the student test ticket information via the DRC INSIGHT Portal for the (new) DTC or STC to access. DRC will also update the student record within the DRC INSIGHT Portal to reflect the reported school SIDN.

Because participants are limited to having only one registration per content area in the DRC INSIGHT Portal for each administration, this process applies to any in-progress test that must be completed when a student transfers to a new location before finishing testing.

Testing Students with Documented Disabilities

General Information

Definition of a Student with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 2004) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Student Participation

South Carolina Code 59-18-320 mandates that students with disabilities, who are not eligible for SC-Alt, must be administered the grades 3–8 SC READY assessments, EOCEP Algebra 1, Biology 1, and English 2 assessments. South Carolina law requires that students with disabilities are assessed following the federal guidelines provided in the Individuals with Disabilities Education Act and the Title I of the Elementary and Secondary Education Act.

Students with an IEP/504 Plan who are enrolled in United States History and the Constitution (USHC) must participate in the USHC EOCEP. The student's IEP/504 team shall determine how the student will participate in the assessment, including the need for accommodations.

IEP and 504 Accommodation Plan Requirements

The IEP or 504 Accommodation Plan team determines **how**, not if, a student with disabilities participates in the SC READY and EOCEP assessments. Decisions about accommodations and alternate assessment must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

"*Accommodations* are adaptations to test format or administration (such as changes in the way the test is presented, the setting for the test, or the way in which the student responds) that maintain the same construct and produce results that are comparable to those obtained by students who do not use accommodations." (*Standards for Educational and Psychological Testing*, by AERA, APA, & NCME, 2014, 190)

Testing accommodations and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may change the construct that is tested and invalidate the results. Any accommodations and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan. Changes in accommodations in the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.

Accessibility Supports: Universal Supports and Accommodations

Universal Supports

Students may utilize any of the listed universal supports during daily instruction. All universal supports that are used in daily instruction, by a student who has a documented disability, should be considered an allowable accommodation on a state assessment (see Universal Design and Universal Supports section of this manual).

Failing to provide a student with a disability a universal support that is documented in their IEP/504 Plan/ ILAP may result in a test security violation.

Standard Accommodations

A standard accommodation is a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. When used appropriately, accommodations are designed to reduce or eliminate the effects of a disability. The use of accommodations enables students to participate in an assessment in a way that allows knowledge and skills to be assessed equitably. Standard accommodations provide access to the assessment; they do not reduce expectations.

Refer to Table I for examples of standard accommodations used during the SC READY and EOCEP assessments.

Non-Standard Accommodations

A non-standard accommodation is a change in the testing environment, procedures, or presentation that may alter the construct that a test measures or change the meaning of the test scores. Students using non-standard accommodations are considered non-participants for accountability purposes.

See the South Carolina Department of Education website for additional information on accommodations at http://ed.sc.gov/tests/assessment-information/testing-swd/.

Special Circumstance Requests

The IEP/504/ILAP team may determine that a student requires an accommodation or supplemental material or device that is not addressed in this section of the *TAM*. Special requests are not required for a specific brand of device or material that meets the guidelines in this section of the *TAM*. The IEP/504/ILAP team must complete the Special Circumstances Request form to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504/ILAP documentation must be routed to the DTC for signature. The District Testing Coordinator should upload requests using the online Submittal Form located on the SCDE webpage (https://scde.formstack.com/forms/oas_special_circumstances_request) or email the request, using password protection/encryption to Crystal Huckabee at clhuckabee@ed.sc.gov. If approved, mark the IEP Special Request Code bubble on the student's answer document or mark the IEP Special Request in the Registration Management – Testing Codes to show the special request is3 an approved accommodation. If you have any further questions, contact Crystal Huckabee at 803-734-8282 (office).

Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See Student Injury section of this manual for more information pertaining to testing students with injuries.

Use of Monitors

The requirements for monitors also applies to the testing of students with disabilities including individual and small-group administrations. A TA must be in the room at all times when materials are not in locked storage, even if a monitor is present. For more information on monitor duties, see the Test Administrator & Monitor Section in this manual.

Test Security Violations

According to 2 S.C. Code Ann. Regs. (2015), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See Reporting Test Security Violations section of this manual for procedures that must be followed to report these security violations.

Permissive Mode

DRC INSIGHT can be used with assistive technologies that rely on screen overlay functionalities (i.e., speech recognition and eye tracking software). The use of "Permissive Mode" no longer requires SCDE approval. Districts may mark the "Permissive Mode" accommodation for any student records in the Portal who need these tools to online test. For more information on using Permissive Mode, refer to the Permissive Mode tech bulletin posted to the Portal.

Standard Accommodations

Table I presents the types of standard accommodations used during SC READY and EOCEP testing. Instructions for administration are on the subsequent pages.

Table I — Standard Accommodations

SC READY & EOCEP	Accommodations	ELA Writing, ELA Reading, English 2 Writing, English 2 Reading, USHC	Mathematics, Algebra 1, Science Grades 4 & 6, Biology 1
Presentation	Braille	UEB (C = contracted)	UEB with Nemeth
	Large-Print Version of the Test (paper only)	✓	✓
	Oral/Signed Administration*	4–8, Eng 2, USHC	✓
	Paper/Pencil Administration	✓	✓
	Read Aloud to Self*	✓	✓
Response Options	Braille Test Responses*	✓	✓
	Dictation of Response*	✓	✓
	Non-Verbal Indication of Response*	✓	✓
	Respond in Test Booklet*	✓	✓
	Writing Responses on Bold-Line or Other Special Paper* (for paper testing only)	SC READY TDW Only	N/A
Scheduling	Multiple Testing Days*	✓	✓
	Multiple Testing Sessions per Day*	✓	✓
Setting	Individual Administration	✓	✓
	Preferential Seating	✓	✓
	Small Group*	✓	✓
Supplemental Materials* (provided by District)	Adaptive or Special Furniture	✓	✓
	Braillewriter, Braille Note-Taking Device, Typewriter, or Word Processor	✓	✓
	Special Adaptive/Assistive Devices (e.g., Adaptive Keyboard, Screen Magnifiers, Not Including Speech-to-Text Software)	✓	✓
	Television Monitor/Enlarged Screen	✓	✓
Timing	Extended Breaks*	✓	✓

* Items with an asterisk(*) have instructions for use and administration on the following pages listed by category of accommodations.

Standard Accommodations Information and Administration

This section provides specific information about accommodations allowed during testing. For all administrations, the Test Administrator (TA) will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student (e.g., instead of telling a student to "Mark your answers," you may say, "Point to your answer, and I will mark your answer").

Presentation Accommodations

Presentation accommodations include customized test materials such as Large-Print Test Booklets, Braille Test Packets, Oral/Signed Administration Scripts, and for EOCEP a Paper Test Booklet. These are ordered through the DRC INSIGHT Portal Online Enrollment Process. No overage will be sent for customized test booklets or other customized materials.

Table I presents the types of customized materials used during SC READY and EOCEP.

Table II — Customized Materials for SC READY and EOCEP

Test Materials	For the student who:	For the TA:
Paper Test Booklet (EOCEP only)	needs the paper version of the test	Transfer the student's responses to the online system for scoring.
Braille	reads classroom materials in braille	Verify that the student has the appropriate paper test booklet and all other materials for testing. Transfer the student's responses to the online system for scoring.
Large-Print*	has difficulty reading text in a standard-size font	Assist students in enlarging the online font, provide a large monitor, or verify proper paper material. For paper, transfer the student's responses to the online system for scoring.
Oral/Signed Administration Script (OAS/SAS)*	needs an oral/signed administration of the test (directions, questions, and most answer choices) and will **not** access the Text-to-Speech function on the online assessment	Verify that the student is using either a regular print, large-print, or braille test booklet. Transfer the student's responses to the online system for scoring.

* These accommodations are also available in the online system. In online administrations, all items are presented one question at a time for all students.

Procedures and Guidance for Transcribing Paper Test Responses into the Online System

For all students who test with paper, including Large-Print and Braille, the Test Administrator (TA) and a monitor must transcribe the student's responses into the DRC INSIGHT online system. For EOCEP, Answer Documents are not available. EOCEP students should record their responses directly in their test booklets. Follow the procedures below for transcribing paper test responses. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC.

IMPORTANT! Only a ticket for the Paper Test Transcription accommodation may be used to transcribe a student's paper test responses into the DRC INSIGHT online system. Using the incorrect test ticket will result in a test security violation.

BEFORE transcribing the student's responses, verify that the appropriate accommodations are marked for the student record(s) in the Portal. Refer to the table below.

Type	Accommodation	Purpose
Online	**Paper Test Transcription***	This accommodation MUST be marked for students testing with paper, large-print, and braille materials whose responses will be transcribed into the online system. This will ensure their online form matches the paper test form.
Paper	Large-Print	If a student tested with a large-print test booklet, this accommodation should be marked for reporting purposes. **The writing papers within the Large-Print test booklet are also enlarged. If desired, a student may use regular notebook paper to write the TDW essay. Note that the essay is limited to 5,000 characters.** *(Note: For EOCEP, the responses MUST be transcribed into the online system. For SC READY, the responses MAY be transcribed into the online system.)*
Paper	Oral/Signed Administration Script	If a student tested with a paper test booklet and received an oral or signed administration using a paper script, this accommodation should be marked for reporting purposes.
Paper	Braille	If a student tested with a braille test booklet, this accommodation should be marked for reporting purposes. *(Note: For EOCEP, the responses MUST be transcribed into the online system. For SC READY, the responses MAY be transcribed into the online system.)*

*** Using a test ticket without this accommodation marked will result in a test security violation.**

Once the appropriate accommodations have been marked, print the testing roster and student test ticket. Confirm that the student record(s) have been assigned a Form number ending with a "P" and that "PTT" (for Paper Test Transcription) is listed as an Online Accommodation. See the examples below.

SC READY Example:

Tutorial	OTT	Form	Participant Name	Date of Birth	Accommodation(s)	State Student ID	Username	Password	Out	In
☐	☐	270P	Sample Student	10-05-2015	PTT				___	___

SC READY Online Test Ticket
ELA Writing

First Name: Sample
Last Name: Student
Date of Birth: 10-05-2015

Registration Name: SCR Registration 1
State Student ID:
Accommodation(s): PTT

Username:
Password:

EOCEP Example:

Tutorial	OTT	Form	Participant Name	Date of Birth	Accommodation(s)	State Student ID	Username	Password	Out	In
☐	☐	440P	Sample Student	09-17-2011	PTT				___	___

EOCEP Summer 2025 Online Test Ticket
Biology 1

First Name: Sample
Last Name: Student
Date of Birth: 09-17-2011

Registration Name: 322100HW- Sample Session
State Student ID:
Accommodation(s): PTT

Username:
Password:

Use the Username and Password found on the test ticket for the appropriate student, login into the online test and record the student's responses. Two individuals must complete this task. Make sure all student responses are carefully checked for accuracy.

- **Paper Test Booklet**

  The use of a paper test form should be offered to students that are unable to access the online testing format. This should be supported by evidence within the IEP, 504 and/or ILAP, or used in response to the need for a unique testing environment based on the use of another accommodation.

- **Braille Test Booklets (BR)**

  Braille test booklets are available for all subjects and grades tested and are used with the accompanying *Braille Test Administrator's (TA) Notes*. The Notes are provided with the braille test materials for each subject and grade. The TA Notes have additional information for TAs regarding changes in the wording or graphics in test items, special instructions for administration, supplemental materials needed during testing, or options for student responses. The TA Notes, in conjunction with the print version of the regular print test booklet, provide the same information as the student's braille test booklet. **TAs should carefully review the *Braille TA Notes* before testing to ensure that all needed materials are available during testing.** All braille test items have been reviewed for appropriateness for students who are blind or visually-impaired.

- **Large-Print Test Booklets (LP)**

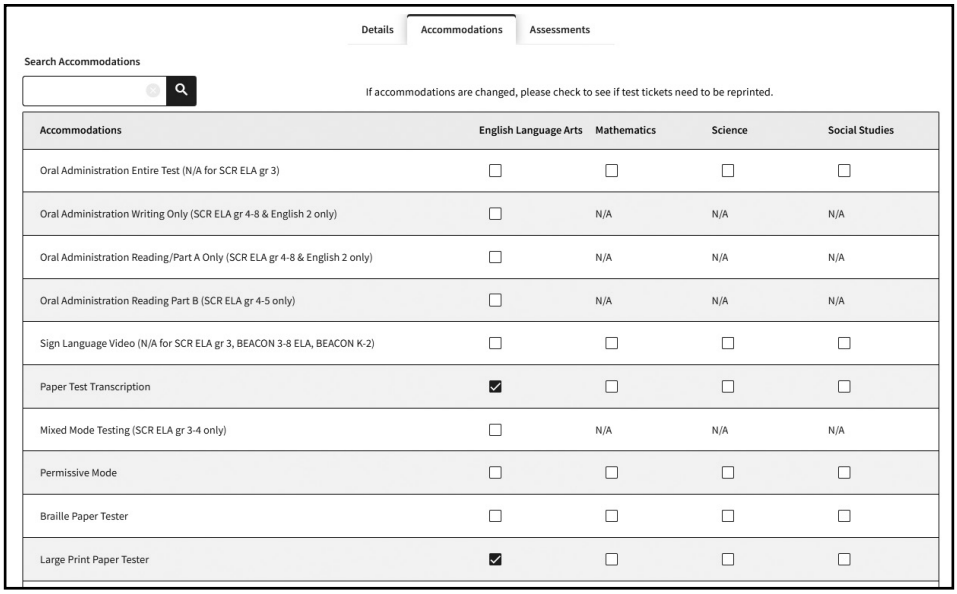
  The large-print test booklets are available for students who have difficulty reading text in a standard-size font. The large-print version is created by digitally enlarging the regular print test booklet. The finished size for the paper test booklet is a 13-inch-by-18-inch spiral-bound booklet with text in an approximate font size of 19-point sans serif type. For SC READY students' responses for **all** questions, including the TDW response, may be marked in the large-print booklet but **must be transferred into a scannable answer document (SC READY only), or the TA can transcribe directly into the online system**. For EOCEP there is no answer document, so student responses should be marked in the Large Print Test Booklet, and must be transferred to the online system by the TA with a trained monitor present. For English 2 Writing, three lined writing pages for responding to the TDW item are included in the Large-Print Test Booklet. The writing pages within the Large-Print test booklet are also enlarged. If desired, a student may use regular notebook paper to write the TDW essay. For both SC READY and EOCEP the TDW response box in the online system limits the essay to 5,000 characters.

  The Large-Print accommodation is available online. The online test is fully scalable so students needing a large-print version of the test can view items in a larger format by testing on a workstation with a larger monitor. An online test-taker would receive the same scaling as paper materials using a 23-inch monitor versus a 15-inch monitor.

  If transcribing into an answer document (SC READY only):

  - Make sure that all coding has been completed on each student's answer document and that all responses have been transcribed, including the student's response to the text-dependent writing (TDW) question for ELA.
  - Return the answer document in a scorable box for processing.
  - Return large-print test booklets in a nonscorable box.

  The Large-Print Test Booklet and the standard Online Test are not identical and they can be entirely different forms. For EOCEP testers who use the paper Large-Print test booklet, student responses **must** be transcribed into the online system, and the student's record in the Portal must have the accommodations, Paper Test Transcription, and Large Print Paper Tester marked. See the example accommodations screenshot below. For SC READY, student responses may be marked in the large-print booklet but must be transferred into a scannable answer document, or the TA can transcribe directly into the online system.


Details | Accommodations | Assessments

Search Accommodations

If accommodations are changed, please check to see if test tickets need to be reprinted.

Accommodations	English Language Arts	Mathematics	Science	Social Studies
Oral Administration Entire Test (N/A for SCR ELA gr 3)	☐	☐	☐	☐
Oral Administration Writing Only (SCR ELA gr 4-8 & English 2 only)	☐	N/A	N/A	N/A
Oral Administration Reading/Part A Only (SCR ELA gr 4-8 & English 2 only)	☐	N/A	N/A	N/A
Oral Administration Reading Part B (SCR ELA gr 4-5 only)	☐	N/A	N/A	N/A
Sign Language Video (N/A for SCR ELA gr 3, BEACON 3-8 ELA, BEACON K-2)	☐	☐	☐	☐
Paper Test Transcription	☑	☐	☐	☐
Mixed Mode Testing (SCR ELA gr 3-4 only)	☐	N/A	N/A	N/A
Permissive Mode	☐	☐	☐	☐
Braille Paper Tester	☐	☐	☐	☐
Large Print Paper Tester	☑	☐	☐	☐

Use of the Online DESMOS Calculator Tools with a Paper Test Booklet for EOCEP Testers

Some students whose IEPs or 504 Plans require a paper test administration for Algebra 1 or Biology 1 may be accustomed to using the online DESMOS calculator for classwork. These students may be allowed to access the DESMOS calculator tools that are embedded into the online test form by following the procedures below. This accommodation will no longer require a Special Circumstances request.

1. An individual administration is required.
2. The student will need to have access to an approved computer-based testing device (e.g. desktop, laptop, tablet, etc.) in addition to the print test form.
3. The TA must use a test ticket to login to the Print Transcription form, which matches the print test booklet.
4. The student may only use the DESMOS calculator tools that are embedded into the online Print Transcription form administered by the DRC INSIGHT test engine. The student may not use the online DESMOS calculator that is used in the classroom. If a student also has a dictation of responses accommodation, refer to the procedures within Testing Students with Documented Disabilities – Dictation of Response section of this *TAM*.
5. The student should EXIT (not SUBMIT) the online test that is open only for the use of the calculator.
6. As with all EOCEP paper test administrations, the TA and a monitor will need to enter the student's responses into the online test. If the responses are entered on another day, the test will need to be unlocked. The DTC may request approval to unlock the test in this situation.

- **Oral/Signed Administration**

Oral/Signed Administration (in both online and paper modes) is available for the student who requires an oral or signed administration of the test (directions, questions, and most answer choices).

Procedures for Oral Administration Online with Text-To-Speech (TTS)

Text-to-Speech (TTS) is available for students testing online who require an oral administration. The words, numbers, test directions, questions, some answer choices, and other information displayed on the screen are read aloud by a computer-simulated voice. TTS includes follow-along and starting point

functions, which increase the user's ability to interact with the accommodation. Headphones must be provided by the school. **The oral administration of online test items may not be reviewed by teachers and/or Test Administrators.**

NOTE: Online testing on a device connected to a COS Service Device provides a more consistent testing experience, especially when testing with VSL or TTS accommodations. Contact your technology personnel to determine if this configuration is used in your district or school.

Students may test individually, in a small-group lab situation, or in the general setting, as determined by the IEP/504 Plan/ILAP. If students are testing in a small-group situation or the general setting, each student must have his or her own testing device and a set of headphones. All other requirements are built-in functions of the online software.

- Ensure that students who require TTS have practiced using this accommodation in the Online Tools Training (OTT). In particular, students should practice the starting points function in the OTT. TTS offers numerous starting points because it is designed to read all text in the item, including numbers. The TTS automatically begins when students move from item to item. To use the starting points function, instruct students to click on the starting points icon when they begin an item. Students can then initiate the audio by clicking on the small blue dot next to the section of text to be read.



- Distribute headphones to students who require online oral administration. Ensure that each student has plugged their headphones in to their computer so the script is not read through the computer speakers for other students to hear. Even if the student does not wear their headphones for the entirety of the test, the headphones should remain plugged in to avoid a potential test security violation.
- Read the script and directions from the *TAM* up to the point at which the TA instructs students testing with TTS administration to put on headphones. The online system begins reading instructions to students immediately following log-in. From this point on, the TTS will read the test aloud.
- Monitor students so that you know when they reach the screen with the three shaded circles. This is the end of the instructions and students should now be ready to begin testing.
- Students will work at their own pace and audio and highlighted words will automatically play when the item appears. The TTS can be stopped, paused, or replayed as many times as necessary.
- During testing, periodically check with students to make sure the TTS and headphones are working properly.
- While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by instructing students to replay instructions, passages, or test questions as needed.

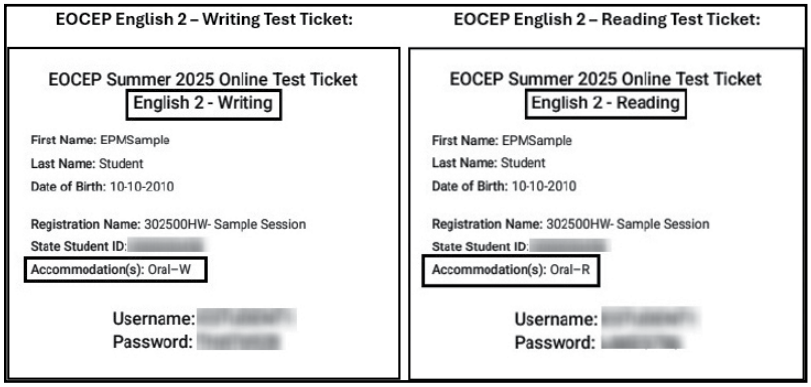
*****If you have a student with an IEP or 504 Plan who requires oral administration for only one section of the ELA or English 2 test, please review the following information carefully.***

DRC INSIGHT is configured to turn on the online oral administration (TTS) for just one section of the ELA or English 2 test. To avoid a test security violation, districts and schools will need to ensure that students are coded for and receive oral administration for the correct section of ELA or English 2.

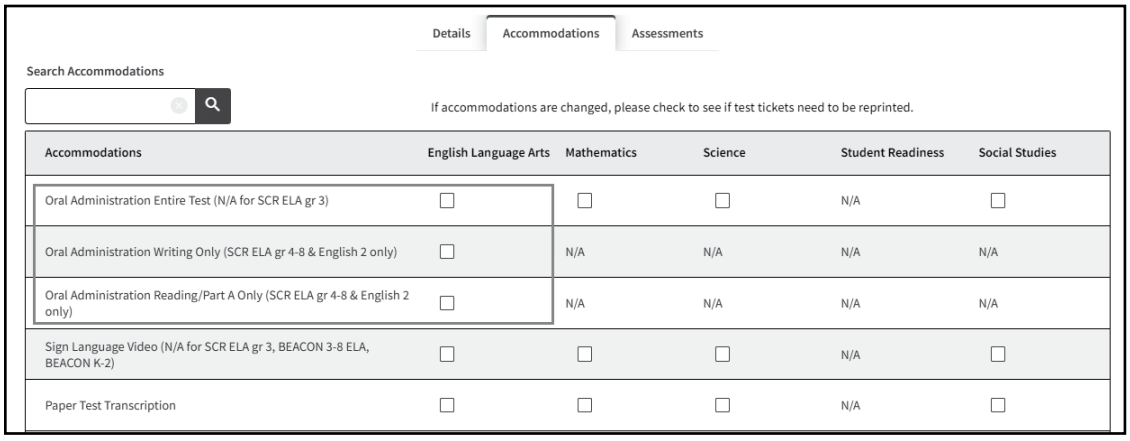
The accommodation that the student is assigned for Writing and Reading will appear on the applicable test ticket. For example, if a student is coded for an oral administration for Reading only (Oral-R), the accommodation will show on only the Reading test ticket.

Form Name	PS Oral Value	Oral Admin/TTS Needed for	Oral Administration Accommodation Name	Test Ticket Display
xxxP (SC READY); xxxD (EOCEP)	OA12	Writing & Reading	Oral Administration	OralEntire
xxxP (SC READY); xxxD (EOCEP)	OA1	Writing Only	Oral Administration Writing Only	Oral-W
xxxP (SC READY); xxxD (EOCEP)	OA2	*Reading Only	*Oral Administration Reading/Part A Only	Oral-R
xxxP (SC READY)	OA2	*Reading Only Part B (grades 4–5 only)	*Oral Administration Reading Part B (grades 4–5 only)	Oral-RB

*__IMPORTANT!__ For SC READY ELA grades 4 and 5 Oral Administration Reading Only accommodations, two accommodations **must** be marked: one for Reading Part A and one for Reading Part B, as shown in the bottom two rows of the above chart.



*Note: The appropriate online accommodation (Oral Administration – Entire Test, Oral Administration – Writing Only, or Oral Administration – Reading Only) must be marked for the student record in the Portal **before** printing the test ticket and starting any portion of the test. If it is not coded correctly before the student starts any portion of the ELA or English 2 test (reading or writing), the student will not be assigned the correct form. Refer to the graphic below.*



Procedures for Oral Administration with an Oral Administration Script (OAS/SAS)

There is one paper script that is used for both oral and signed administrations. The Oral/Signed Administration Script is available for students that require a human reader to access the assessment. The Oral/Signed Administration Script (OAS/SAS) provides the directions to TAs regarding the appropriate way to read or sign the test questions, passages, and some answer choices to the student(s) by the TA. The DTC must order oral/signed scripts through the test contractor according to the number of TAs who need them. (Note: If the student needs only the directions signed, do not order a script.) There is no Oral/Signed Script for the SC READY Grade 3 assessment; however, supports are in place for visually impaired students that cannot fluently read Braille to access this assessment. Please contact Crystal Huckabee (clhuckabee@ed.sc.gov) at 803-734-8282 at least four weeks prior to testing for support.

For oral administrations, the directions, questions, passages, and some answer choices are read aloud to the student.

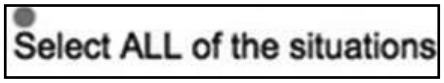
To prepare for the oral administration of the paper test, the TA may review the *Oral/Signed Administration Script* two days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures.

- If this is an individual administration, both a TA and trained monitor must be present.
- Begin the administration by reading aloud the administration directions starting within the EOCEP Online Testing Administration Directions section of this *TAM*. The TA will be directed when to begin with the script.
- Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No changes in the wording of the test questions are allowed. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
- The TA is allowed to read only what is printed in the oral/signed script. Read the answer choices as directed in the oral/signed script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. As indicated in the script, individual words may be read aloud if requested by the student.
- Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
    - Students may request to skip an item and return to it later.
    - Repeat passages and/or questions as requested. The entire passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items only once during the testing session and then repeat items as necessary at the end of the testing session.
- While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Procedures for Signed Administration with Video Sign Language (VSL)

Video Sign Language (VSL) is available for online testers who require a signed administration of the test. Signed administration video files are loaded into the online system in American Sign Language format. Online testing on a device connected to a COS Service Device provides a more consistent testing experience, especially when testing with VSL or TTS accommodations. Contact your technology personnel to determine if this configuration is used in your school.

- Ensure that students who require VSL have practiced using this accommodation in the Online Tools Training (OTT).
- Begin the administration by signing the administration directions for online testing in the *TAM*.
- The remaining directions are available in VSL format and will be signed to students. These directions are also printed on the test screen. Instruct students to press the "Sign Language" button and then click on the small blue dot at the beginning of the text on the first page of the directions to launch the video player. Students will need to advance the directions screens by clicking the "Next" button. On each screen, the student will need to select the Sign Language button and small dot to begin the video.



- Once students have reached the end of the directions, tell them they will need to press the sign language button and the small dot at the beginning of each item to launch the sign language video. Then instruct students to click the green "Begin the Test" button to start their test.
- Students will work at their own pace and may replay passages and/or questions as needed.
- If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student's finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase.
- For some items, students may be directed to raise a hand if they need help reading words presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed to a student, if requested.
- While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with the student(s) on any test questions.

Procedures for Signed Administration Using an Oral/Signed Administration Script (OAS/SAS)

There is one paper script used for both oral and signed administration. Signed Administration with an Oral/Signed Script is available to students that require a human to sign to them, as they are unable to access the VSL capabilities. If a student requires a signed administration, an Oral/Signed Administration Script (OAS/SAS) is available for the TA or sign language interpreter, which provides the directions regarding the appropriate way to sign the test questions, passages, and most answer choices to the student. To prepare for a signed administration, the TA and/ or sign language interpreter may review the *Oral/Signed Administration Script* during a 48-hour period within the week before the test administration. *(For example, if testing begins on Monday, reviews may take place during any two-day period between the previous Monday and the Monday on which testing takes place.)* All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures. The purpose of this review is for the sign-language interpreter

to translate the script, preserving the integrity of the test items, into signs that will be understood by the student. The school is expected to allow time and support for the interpreter to adequately study, translate, and prepare the test for signed administration.

ONLY the paper script may be reviewed in advance. Online test items and signed administration videos MAY NOT be reviewed.

- If this is an individual administration, there must be both a TA and trained monitor present.
- Begin the administration by signing the directions for the paper test directions instead of the online test directions. The TA will be directed when to begin with the script.
- Sign the script exactly as it is written. The school is expected to allow time and support for the TA to adequately study, translate, and prepare the test for signed administration.
- Sign the test items as clearly as possible. Do not give your own emphasis to any word, phrase, or concept. Present each answer choice in the same manner so as not to cue or miscue the student.
- Specific behaviors of the eyes, eyebrows, and mouth are an integral part of ASL grammar. Please be aware that any over-emphasis during the interpretation may be misleading or distracting to the students. Be particularly aware of the grammatical make-up and structure of test items, and endeavor to achieve equivalence in meaning and goal in ASL.
- Pause between questions or statements, and answer choices to give the student time to reflect on the items.
- Follow the student's direction as to how quickly or how slowly to sign. Pause at the student's request. You may also re-sign passages, items, and answer choices at the student's request.
- Give the student sufficient time to respond. If the student pauses for a considerable amount of time before responding, ask the student if they want you to re-sign the item.
- Students may request to skip an item and return to it later.
- Students should record their responses directly into the scannable answer documents.
- At the end of the day's testing session, re-sign any questions, as requested by the student.

There are no separate "Sign Language" test booklets. All of the items on the "regular print" test booklet have been reviewed for use by students who are deaf or hard of hearing. Accordingly, students who are deaf or hard of hearing may use any print version of the test (regular print or large-print), as needed. These students should record their responses directly into the scannable answer documents.

Note: Online testing on a device connected to a COS Service Device provides a more consistent testing experience, especially when testing with VSL or TTS accommodations. Contact your technology personnel to determine if this configuration is used in your school.

- **Read Aloud to Self**

  This accommodation is available to students that require the option to speak aloud and read test items to themselves. When providing this accommodation, the student must also receive Individual Administration as an accommodation to ensure test security. All individual administrations must have both a TA and a trained monitor present. The testing environment must be free of distractions to both the individual accessing Read Aloud to Self, and other students that are taking an assessment in other testing rooms.

Response Options

Response option accommodations adapt the way students interact with test items—such as allowing verbal responses, use of assistive technology, or alternative formats—without changing the content being assessed. By aligning with each student's documented needs and instructional practices, response option accommodations promote equitable access and ensure that assessments measure ability rather than disability.

All response options described in this section require the TA and the monitor to sign the *Security Affidavit Form for Alternative Response Options* (**available on the Portal**) and to return the form to the STC. The STC must submit this form to the DTC. For EOCEP all alternative response options require the TA to enter the student's responses into the online system. A monitor is required to ensure the TA is entering the correct responses and to prevent test security violations (see details in **Transcribing Paper Test Responses into the Online System** in this chapter).

- **Braille Test Response**

  This accommodation allows students to use a braillewriter, slate and stylus, or electronic Braille note-taking device for answering items. For SC READY, students' brailled responses for all selected-response items must be transcribed to the appropriate answer document before they are returned to the contractor. For EOCEP, the responses MUST be transcribed into the online system - there are no answer documents provided. For SC READY, the responses MAY be transcribed into the online system.

  - Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items.
  - For SC READY selected responses marked in the Braille test booklet or submitted in Braille must be transcribed by the TA into a scannable answer document or directly into the online system. The contractor will transcribe TDW responses if the school has not already done so. For EOCEP, all responses (including the English 2 TDW response) marked into the Braille test booklet or written in Braille on a separate sheet of paper must be transcribed by the TA into the online system (see Transcribing Paper Responses into the Online System in this chapter).
  - If the student reads their Braille responses aloud to the TA, a monitor must be present during the administration to verify that the student's responses were transcribed correctly.
  - The student's Brailled responses should be identified by student name and returned in the plastic bag with the student's other Braille materials and returned in a scorable box. For EOCEP the student's brailled responses must be identified and returned with the Braille binder to the contractor in the secure test materials return.

- **Dictation of Response**

  Students may dictate their answers for selected-response, technology-enhanced, and text-dependent writing (TDW) items to a human scribe or through the use of a personal communication device that does not include spellcheck, grammar-check, or word prediction programs. Students may dictate their responses for text-dependent writing (TDW) items to a human scribe, with the use of platform compatible speech-to-text software. This accommodation requires an individual administration.

Procedures for Dictation of Selected- or Technology-Enhanced Responses

It is recommended that at least two adults be present during the entire session: the TA and a monitor. Either the TA or the monitor may serve as the scribe. **If only one adult is present, the TA must make an audio recording of the dictated session.** (Any equipment used for audio recording must be school- or district-owned.)

- The student dictates responses to the human scribe. The human scribe then marks the student's responses in the appropriate answer document or online test.

- The student may watch as the scribe marks the responses.
- The audio recording (if applicable) must be saved to a DVD/CD or USB device; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number (for paper testers); and returned in a ziplock bag with the nonscorable materials.
- A TA and monitor must be present if students utilize platform compatible Speech-to-Text software.
- The TA and monitor must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. The STC must submit these forms to the DTC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

Procedures for Dictation of TDW Items

Speech-to-Text

At least two adults (i.e., the TA and a monitor) must be present during the entire session **and** the TA must make an audio recording of the dictated session. (The equipment used for the audio recording must be school- or district-owned.) Audio recordings of sessions are reviewed by SCDE staff to ensure the use of appropriate procedures.

The use of speech-to-text software as an accommodation for the TDW is currently limited to platform compatible programs listed in the most recent DRC technical bulletin. Students must be proficient in the use of their determined speech-to-text software prior to test day to ensure independent use of the technology.

The use of speech-to-text software is allowable through the use of Permissive Mode in the DRC platform. This feature must be turned on to allow for a third party speech-to-text software to operate within the testing platform. A Windows device is required. Windows devices must have the applicable assistive technology enabled with the appropriate security settings applied to utilize this feature in Permissive Mode.

Please review the most current DRC INSIGHT Technical Bulletin in relation to DRC INSIGHT Permissive Mode prior to testing to ensure test security and accessibility concerns are reviewed and addressed.

Human Scribe

At least two adults (i.e., the TA and a monitor) must be present during the entire session **and** the TA must make an audio recording of the dictated session when using a human scribe. (The equipment used for the audio recording must be school- or district-owned.) Audio recordings of sessions are reviewed by SCDE staff to ensure the use of appropriate procedures.

Either the TA or the monitor, or a third adult, may serve as the scribe. The scribe should be someone who is familiar with the student and is able to write the student's responses as dictated without adding additional information to the response.

The scribe should not verbally interact with the student during the actual dictation; only write what the student dictates.

No assistance should be given to the student. Scribes may provide guidance under certain circumstances, like "Do you want to make an outline?", "Start dictating when you are ready," and/or "Are you finished?" TAs must **not** prompt students for writing content, like "What details from the passage do you want to include?" and/or "How do you want to conclude your response?"

It is important that students are familiar with dictation procedures and have used dictation of responses during routine instruction throughout the year. Students who use dictation for the first time during testing may not know how to dictate a response, and this may hinder their performance.

a. The student may make planning notes or an outline on separate paper using devices such as a pencil, typewriter, Braillewriter, word processor, an electronic Braille note-taking device, a personal communication device, or dictate the planning notes or outline into a tape recorder or to a scribe/monitor. If the student uses a word processor, he/she must use a text editor that does not have spell- and grammar-checking capabilities (such as TextEdit or Notepad.exe, **not** Word).

b. The TA begins audio recording when the student is ready to begin dictating a first draft of the TDW response; the recording continues until the final response is completed. The scribe will write the first draft on separate pages. **Only the final response should be written in the answer document (SC READY only) or entered into the online system.** The scribe writes the response in all lowercase letters, using correct spelling. No punctuation, capitalization, or paragraphing is included within the response. There are two options for revising punctuation, capitalization, or paragraphing:

   - The student may observe the scribe writing the response and make revisions as the dictation proceeds.
   - The student may make all revisions after dictating the response.

c. When the student has completed dictating the first draft, the TA or scribe reads the draft to the student. The student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.

d. When the student has completed all of the revisions to the first draft, the TA or scribe reads the revised draft to the student. The student may indicate any additional edits as needed. The TA or scribe verbally repeats the student's corrections to allow the student to make revisions.

e. When all corrections are made to the satisfaction of the student, this is considered the final response and the TA ends the audio recording.

f. The TA transfers the student's final response into the appropriate answer document (SC READY only) or online test. The student may proofread the final response.

g. The TA saves the audio recording to a DVD/CD or USB device and labels it with the student's demographic information: district name, school name, student name, student state ID, birth date, gender, subject, and answer document security number (for paper testers). The labeled device can be placed in a ziplock bag and must be returned with the nonscorable materials.

h. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. The TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Nonverbal Indication of Response**

  Students may indicate their selected responses non-verbally to the TA (e.g., by pointing or by using a personal communication device). These may include responses to selected-response items, evidence-based selected-response items, and technology enhanced items. This accommodation requires an individual administration.

  A monitor must be present during the administration, or a video recording must be made of the entire administration. (Any equipment used for video recording must be school- or district-owned.)

  - The student will indicate answers non-verbally by pointing to selected responses in the test booklet or on the testing device screen (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answers in the answer document or online test.

- The video recording (if applicable) must be saved to a USB device or a DVD; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number (for paper testers); and returned in a ziplock bag with the nonscorable materials.
- The TA and monitor must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Nonverbal Indication of Response Using Eye/Head Tracking Software**

  A student may also access this accommodation with the use of Eye/Head Gaze software. This requires the use of Permissive Mode in DRC INSIGHT, which allows for the third party software to operate within the testing platform. Please refer to the most recent Technical Bulletin concerning Permissive Mode from DRC INSIGHT prior to testing to ensure test security and accessibility concerns have been reviewed and addressed. A Windows device is required. Windows devices must have the applicable assistive technology enabled with the appropriate security settings applied to utilize this feature in Permissive Mode. Students must be familiar with the assistive technologies they are accessing during the assessment prior to their use during testing. The system currently supports the use of EyeGaze, Tobii PCEye, Tobii Dynavox I-Series, and Smyle Mouse. If a student is accessing a different Eye/Head gaze software, please contact DRC Customer Service or the SCDE Accommodations Program Manager, Crystal Huckabee at clhuckabee@ed.sc.gov, 803-734-8282.

- **Respond in Test Booklet**

  Students may mark their answers directly in their test booklets or on a separate sheet of paper. For EOCEP, the TA must transfer the student's responses to the online system, and the student's record must have the transcription accommodation checked in the INSIGHT portal. A monitor must be present to verify that the student's responses were recorded accurately.

  For SC READY, students may circle or mark their answers for all selected-response items in their test booklets. These responses should then be transcribed to the appropriate answer document or the online assessment system. Two individuals must complete this task. Make sure that all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed. The answer document should be returned with the rest of the test materials in a scorable box.

  The following chart provides a summary of the ways in which students may record answers in test booklets and/or answer documents.

Table III—Procedures for Marking or Recording Student Responses – Paper Testing

Form	ELA Writing, English 2 Writing‡	ELA Reading, Mathematics, Science, USHC, Biology I, English II Reading, Algebra I
Standard	Student marks or writes all answers in scannable answer document (SC READY) or in their test booklet (EOCEP).	Student marks answers in scannable answer document (SC READY) or in their test booklet (EOCEP).
Braille	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; student may Braille up to 4 pages for the TDW response. TA transcribes all selected responses into scannable answer document; contractor transcribes TDW response, if needed OR TA transcribes all responses into the online testing system. (See section Procedures and Guidance for Transcribing Paper Test Responses into the Online System.) For EOCEP all responses must be transcribed into the online system.	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device. TA transcribes responses into scannable answer document OR TA transcribes responses into the online testing system. (See section Procedures and Guidance for Transcribing Paper Test Responses into the Online System.)
Large-Print (LP)	Student marks or writes all answers in test booklet. TA transcribes responses into scannable answer document OR TA transcribes responses into the online testing system. (See section Procedures and Guidance for Transcribing Paper Test Responses into the Online System.)	Student marks answers in test booklet. TA transcribes responses into scannable answer document OR TA transcribes responses into the online testing system. (See section Procedures and Guidance for Transcribing Paper Test Responses into the Online System.)

‡ The English 2 and ELA Writing test are composed of selected-response items (which may include evidence-based selected-response items) and a text dependent writing (TDW) item. The TDW requires an extended written response.

- **Writing Response on Bold-Line or Other Special Paper (for paper testing only)**

  Students may use any approved scratch paper for responding to the TDW item, including planning their TDW responses or writing a rough draft. The district must provide the student with these materials.

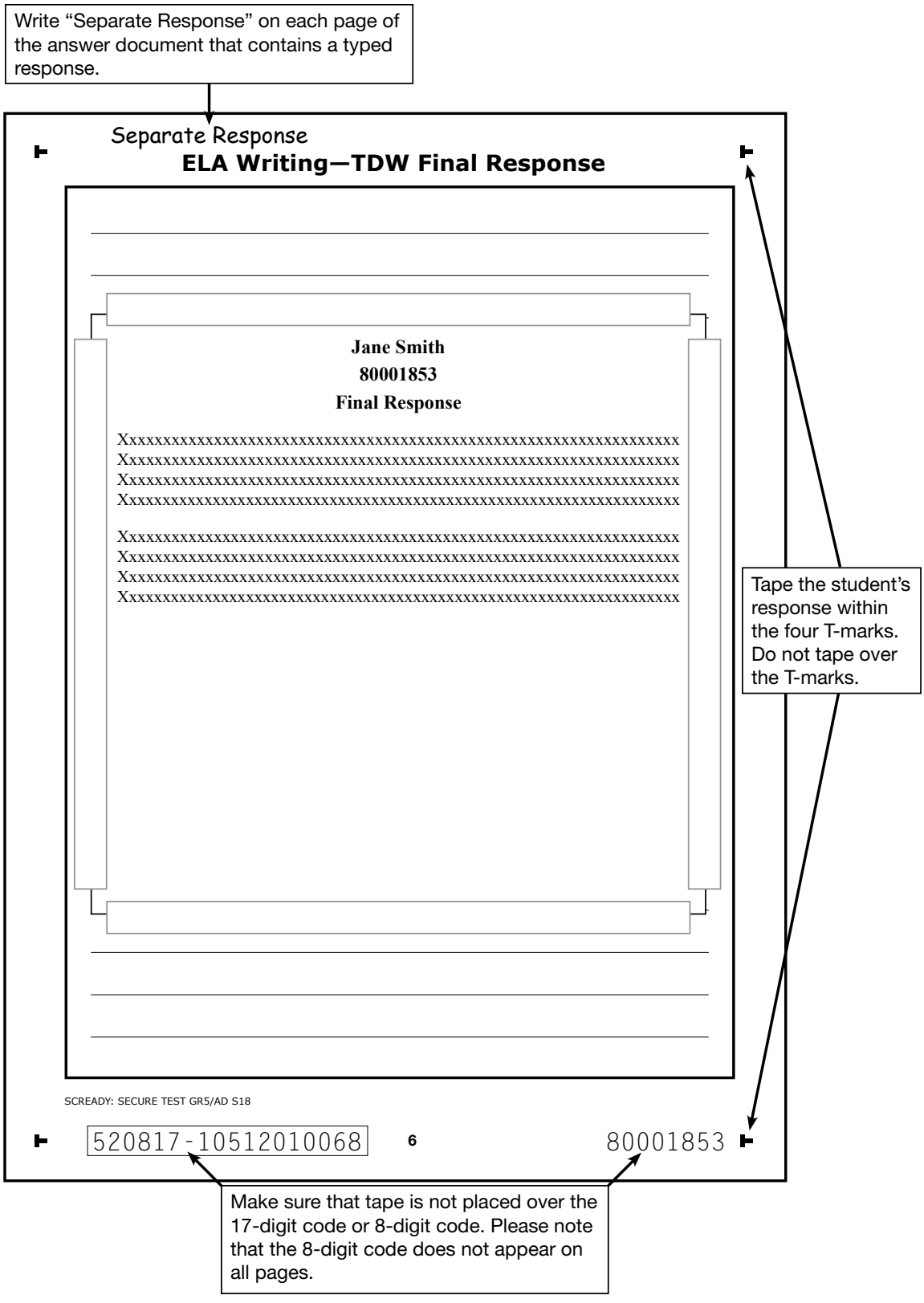
  - All sessions of the SC READY or EOCEP test must be administered via the same test mode. If a student is administered SC READY or EOCEP Writing via paper, that student must also test Reading with paper.
  - For SC READY only – Recording responses on separate paper as an accommodation is only available for the text-dependent writing (TDW) item administered during SC READY Writing. Responses may be typed or handwritten.
  - **No additional copies of any response (electronic or paper) should be made or downloaded under any circumstances.**
  - **SC READY only:** All typed/separate-paper responses must fit in the specified area on the "ELA Writing—TDW Final Response" pages (pages 6 and 7) of the answer document. Margins of 1.5" on each edge are required. The final response cannot exceed two sheets of paper.

- For SC READY only – If a student using **braille materials** responds to the TDW item on separate paper, the TA may transcribe the final response onto the student's scannable answer document or into the online system. If the TA is unable to do this, the TA must write the words "Final Response" at the top of each sheet of the student's final response. Each sheet must also be identified with the student's full name and answer document security number. Place the sheet(s) inside the student's answer document and return all Braille materials in the plastic bag in which they were received and return in the scorable boxes.
- For SC READY only – If a student using **large-print materials** responds to the TDW item on separate paper, the TAs must transcribe the TDW response directly into the appropriate pages of the answer document before the document is returned for scoring or the TA may transcribe all of the student's responses into the online system.

Procedures for Returning TDW Responses that are Typed or Written on Special Paper (SC READY Only)

Follow these procedures to ensure the proper scanning and scoring of ELA Writing TDW responses that are typed or written on special paper. These procedures do not apply to students testing with braille or large-print materials. Refer to the diagram on page 71.

1. On each sheet of the student's final response, type or write (in No. 2 pencil) "ELA Writing—TDW Final Response" and the following information: the student's full name and the answer document security number (the 8-digit code found in the bottom right-hand corner of some "ELA Writing—TDW Final Response" pages).
2. Cut out and tape the student's response on the "ELA Writing—TDW Final Response" page(s) in the answer document (pages 6 and 7). The response taped on pages 6 and 7 of the answer document will be considered the student's final response. Any additional pages submitted outside of the allotted space in the answer document or returned separately (and not taped inside the answer document) will **not** be scored.
    - Apply scotch tape on all four sides of each sheet so that the response is adhered to the answer document.
    - Ensure that each T-mark in all four corners of the answer document page remains visible and "tape-free."
    - Ensure that the 8-digit code (for example, 80001853) in the bottom-right corner of the page remains visible and "tape-free."
    - Ensure that the 17-digit code (for example, 520717-10512010068) in the bottom-left corner of the page remains visible and "tape-free."
3. At the top of each applicable page of the answer document, write "Separate Response" (in No. 2 pencil).
4. Return these answer documents with all other answer documents in the scorable boxes.


Write “Separate Response” on each page of the answer document that contains a typed response.
Separate Response
ELA Writing—TDW Final Response
Jane Smith
80001853
Final Response
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Tape the student’s response within the four T-marks. Do not tape over the T-marks.
SCREADY: SECURE TEST GR5/AD S18
520817-10512010068
6
80001853
Make sure that tape is not placed over the 17-digit code or 8-digit code. Please note that the 8-digit code does not appear on all pages.

Scheduling

Scheduling accommodations provide students segmentation in their assessment with prolonged breaks in between testing sessions. Both the SC READY and EOCEP assessments are untimed assessments, however scheduling accommodations allow for clear breaks within the testing session. It is important to maintain an environment of high test security when a student uses scheduling accommodations to assure they do not have access to instructional materials and do not converse with others about tested content.

- **Multiple Testing Days**

  The student may take portions of the SC READY and EOCEP assessments over several days, as long as all testing is completed by the last day of make-up testing. Students must begin the test on the regularly scheduled testing date and may not go back to previously completed sections of the test.

  - Estimate the duration of each testing session for the student. This should be based on IEP/504/ILAP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
  - If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. For paper tests, each "section" should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session. For the ELA and English 2 assessments, this may need to be determined by the number of passages rather than number of items or time. This information should be specified within the student's IEP/504/ILAP.
  - For students testing online over multiple days, the student's test must be unlocked each day. Please refer to the Online Testing Administration Information – Unlocking Test Tickets section of this *TAM* for more information about unlocking tests. Students should "Pause" and then "Exit" their test each day until all sections of the test are completed. Once completed, they should then "Submit" their test.
  - During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.
  - The text-dependent writing (TDW) item on the Writing section of the ELA or English 2 test must be completed in one day.

- **Multiple Testing Sessions per Day**

  This accommodation is designed to support students who benefit from breaking a test into shorter, manageable segments within the same day. This can be used to help reduce fatigue, improve focus, and accommodate medical or emotional needs.

  - Estimate the duration of each testing session for the student. This should be based on IEP/504/ILAP documentation of the time a student typically works on a task. It should be clearly documented within the student's plan of how the testing session will be segmented.
  - This accommodation should be used if the student will intentionally exit the testing environment and resume their assessment in a later testing session.
    - For example, this accommodation may be used if the IEP/504/ILAP states that a student will complete 10 questions of their assessment, end their testing session to reduce visual fatigue of the online assessment and exit the testing environment, then begin a new testing session after a 30 minute break.
    - While the student is outside of the testing session, it is mandatory that the student does not have access to instructional or test related materials, and does not discuss the content within the assessment with others.

Setting

SC READY and EOCEP should be administered in a setting appropriate to the student's individual needs. Setting accommodations are available to students to create a testing environment that minimizes distractions or supports individual needs. Setting accommodations may be necessary when providing some accommodations to remove distractions to other students in the testing environment or for test security concerns. The purpose of providing these accommodations should be supported by evidence within the student's IEP/504/ILAP.

- **Individual Administration**

  Individual Administration is provided to students that will be the only student within the testing session. This accommodation is required when accompanying accommodations would impact the testing environment of other students (e.g. Dictation of Response, Read Aloud to Self). When providing an individual administration, both a TA and Monitor **must** be present.

- **Preferential Seating**

  Preferential Seating is a consideration as a Universal Design approach that all students are located within the testing environment that best supports their experience. However, when explicitly stated within the student's IEP/504/ILAP as a necessary accommodation, the team should provide evidence of the reason that a student should be located in a specific position within the testing environment. This may be related to student distraction, health/medical needs, or in connection to an additional accommodation.

- **Small Group**

  Small Group Testing is provided to students to create an environment with minimized distractions or further support the use of other accommodations. The size of the small group administration should be reviewed and addressed within the student's IEP/504/ILAP, and should be consistent throughout the school year on classroom assessments and statewide assessments. The number of students should not exceed 12 students. The size of these groups are limited to maintain a low-stimulus environment that minimizes distractions and support students who need a quieter setting. If districts require a small group that exceeds 12 students, a request and justification may be submitted by the district testing coordinator to Crystal Huckabee at clhuckabee@ed.sc.gov prior to the opening of the testing window.

Supplemental Materials and Devices

Students with disabilities may use the following supplemental materials or devices in conjunction with any test form. Supplemental materials and devices should be those used in the student's daily instruction and documented in their IEP or 504 Plan. If any of these materials are used, the district or school must supply them.

- **Adaptive or Special Furniture**

  These supports are physical items and may be provided to students who require additional physical, sensory or attention-related furniture within the testing environment. This accommodation should be used during assessments throughout the year for student familiarity. It is important for the team to review if the use of this accommodation would impact other students testing environment and would potentially require a setting accommodation based on distractibility.

- **Braillewriter, Braille Note-Taking Device, Typewriter, or Word Processor**

  These devices should be used by the student throughout the school year within their instruction, classroom assessments and other formal assessments to assure they can access them independently when taking SC READY and EOCEP. If these devices are used to record work, the work should be treated in the same manner as scratch paper at the conclusion of the test.

- **Special Adaptive/Assistive Devices (e.g., Adaptive Keyboard, Screen Magnifiers, Not Including Speech-to-Text Software)**

  These supports are similar to Adaptive or Special Furniture, however are supports that are used on the students' device or online testing platform. These accommodations should not impact the online test platform in any way. Devices that require access to the online test platform must be submitted as Special Circumstance Requests for state approval.

- **Television monitor/enlarged screen**

  The use of a television monitor or enlarged screen as an accommodation may require a small group or individual administration. These supports should be used all year long by the student in their instruction, classroom assessments and other statewide assessments. If a student requires a Large Print version of the online assessment, this accommodation, along with a magnifier, would allow for the student to receive the test formatted to their appropriate font size.

Procedures for Coding Supplemental Materials or Devices

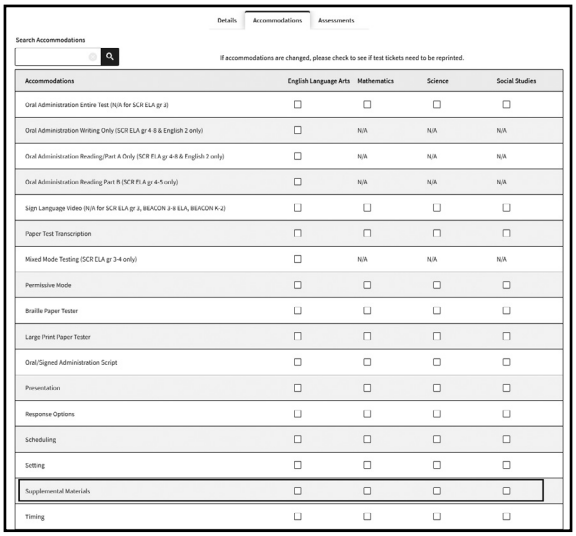
Answer document coding – The "Supplemental Materials or Devices" option should be coded in the IEP/504 Accommodations box on the student's answer document. Be sure that this accommodations code has been completed for the appropriate students.

For materials and devices not listed below, please see the end of this section of the *TAM* for the Special Circumstances Request form.

- Adaptive or special furniture
- Braillewriter, Braille note-taking device, typewriter, or word processor
- Special adaptive/assistive devices (e.g., adaptive keyboard, this does not include speech-to-text software)
- Television monitor/enlarged screen

Online coding – The "Supplemental Materials" option should be marked correctly in the DRC INSIGHT Portal – Participant Management – Accommodations page (see graphic below). Be sure that this accommodations code has been completed for the appropriate students.

- Braillewriter, braille note-taking device, typewriter, or word processor
- Special adaptive/assistive devices (e.g., adaptive keyboard, calculator; this does not include speech-to-text software)



Note: If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy described within the Requirements for Calculator Use in 2026–2027 section of this manual.

Note: For materials and devices not related to those listed, please see the end of this section of the *TAM* for the Special Circumstances Request Form.

Timing

SC READY and EOCEP tests are not timed, therefore students may take breaks at their own discretion during the testing session. Students must complete each test during a single school day, unless they are being provided an accommodation of Multiple Testing Days. Any timing accommodations must be monitored to maintain test security. Timing accommodations are to be used when the student does not exit the testing environment and is a continuation of same testing session.

- **Extended Breaks**

  This accommodation should be used when the student requires scheduled breaks after a period of time testing that requires the TA to facilitate. For example, if the student requires a 5 minute break after 30 minutes of testing, the TA should remind the student when it is time for them to take a break, and when it is time to resume. This accommodation should be used instead of "Multiple Testing Sessions in a Single Day" when the student will not exit the testing environment.

Coding of Answer Documents (SC READY Only)

NOTE! Ensure that all applicable fields on the answer documents are coded correctly for students using customized materials and other testing accommodations. The accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. The accommodation fields are presented below. Fields for the IEP Special Request Code, IEP Invalidation, Do Not Score, and Test Booklet Version/For Teacher Use Only (LP or BR) must also be completed, in addition to any other applicable fields.

ELA Writing	ELA Reading	Mathematics
IEP/504 Standard Accommodations Mark **all** that apply.	**IEP/504 Standard Accommodations** Mark **all** that apply.	**IEP/504 Standard Accommodations** Mark **all** that apply.
• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral/Signed Administration Script*** • **Presentation – Other** • **Response Options** • **Supplemental Materials**	• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral/Signed Administration Script*** • **Presentation – Other** • **Response Options** • **Supplemental Materials**	• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral/Signed Administration Script** • **Presentation – Other** • **Response Options** • **Supplemental Materials**

* Only applies to ELA grades 4–8.

Science

IEP/504 Standard Accommodations Mark **all** that apply.
• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral/Signed Administration Script** • **Presentation – Other** • **Response Options** • **Supplemental Materials**

IEP Special Request Code and IEP Invalidation

IEP Special Request Code
①

- *If applicable, bubble the IEP Special Request Code. Use only the code you were given to ensure that students are properly identified.*

Invalidation Other
○

- *If applicable, invalidate the test administration by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test.*

Do Not Score

Do Not Score
○

For Teacher Use Only/Test Booklet Version

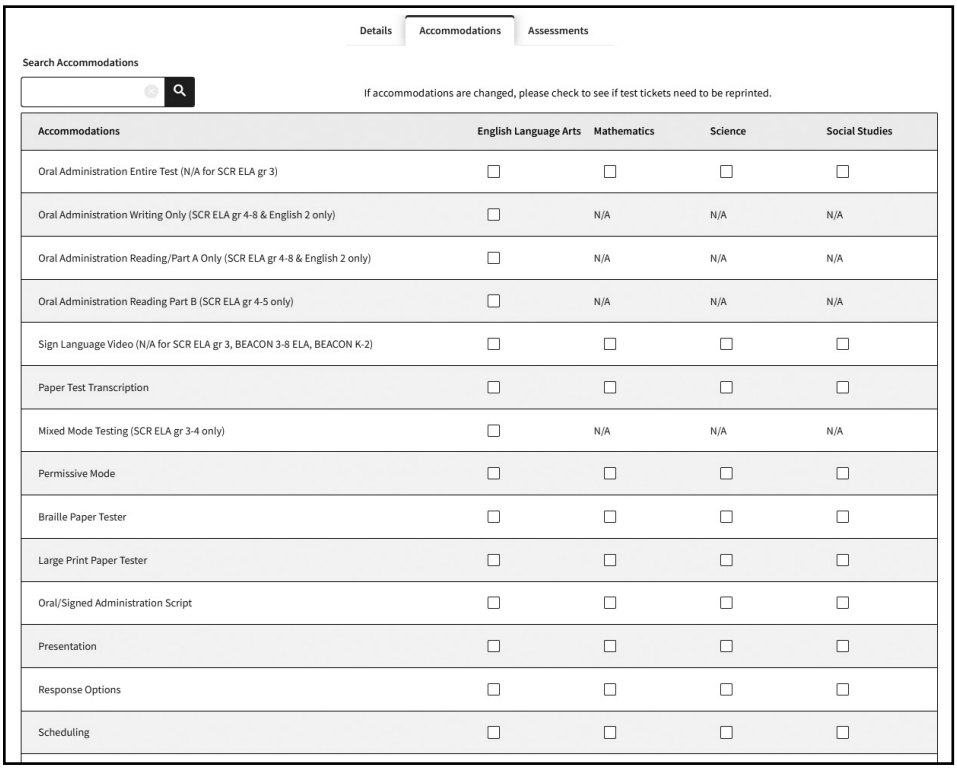
FOR TEACHER USE ONLY
Test Booklet Version (Mark only one.) ○ LP ○ BR

For Grade 3 and 4 ELA Writing Only

Mixed Mode Testing
○

Coding of Student Information in Participant Management for Online Testers

Confirm that all applicable fields are marked appropriately in the DRC INSIGHT Portal. The customized materials and accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphic.)



Note: The contractor will not edit or verify any fields in the DRC INSIGHT Portal. If information is omitted or coded incorrectly, rescoring will be done at the expense of the school district.

Additional Information

On the Portal, you will find the following:

- **Special Circumstances Request Form**—Use this form to request an accommodation or a supplemental device that is not addressed in this section of the *TAM*. IEP/504/ILAP documentation **must** accompany the form. This form may be reproduced as needed. Please be sure this form is completely signed by both the STC and DTC and is submitted to the SCDE by the DTC only.
- **Security Affidavit Form for Alternative Response Options**—This page may be reproduced as needed. Please be sure this form is signed correctly by both the STC and the DTC and is submitted to the SCDE by the DTC only.

Testing Multilingual Learners (MLs)

Definition

South Carolina defines a multilingual learner (ML) as a student who has a primary language other than English and is not initially proficient in listening, speaking, reading, writing, or comprehension in English as determined by an English language proficiency assessment instrument.

Format

South Carolina state law (SC Code Sections 1-1-69; 1-1-697; and 1-1-698) mandates that all statewide assessments are administered in English. Foreign language translations of test items and response options are not allowed; however, translations of the test directions are permitted.

Participation

For SC READY, all MLs who have not yet met proficiency in one or more of the WIDA ACCESS or WIDA Alternate ACCESS domains must be tested. MLs who are taking the SC READY ELA test for the first time will not count in the achievement metric. For EOCEP, the same participation criteria apply as for regular education students (see SCDE Test Administration Policies and Procedures section in this manual). EOCEP participation may only be delayed by postponing enrollment in the required EOCEP courses.

Preparation Before Administering

MLs may receive special test preparation instruction prior to the administration of SC READY and EOCEP. This instruction may cover test format, directions, test booklet/answer document use, test-taking strategies, and online testing tools and navigation. Students should use the Tutorial and Online Tools Training (OTT) **prior to** the testing window. If the student's ILAP indicates that the student should have the directions reworded and/or translated into the student's native language, this should be done when using the Tutorial and OTT as well.

South Carolina Proficiency Codes for the Multilingual Learner Program (MLP) 2025–2026

Proficiency Level (PL)	English Language Proficiency (ELP) Assessment Score Criteria	ELP Annual Assessment Required
1 – Entering and PL Progression .0–.9	Student scored **1.0–1.9 (Entering)** on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	**Y**
2 – Emerging and PL Progression .0–.9	Student scored **2.0–2.9 (Emerging)** on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	**Y**
3 – Developing and PL Progression .0–.9	Student scored **3.0–3.9 (Developing)** on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	**Y**
4 – Expanding and PL Progression .0–.3	Student scored **4.0–4.3 (Expanding)** on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	**Y**
AL1 – Entering	Student scored **1 (Entering)** on WIDA Alternate ACCESS or WIDA Alternate Screener.	**Y**
AL2 – Emerging	Student scored **2 (Emerging)** on WIDA Alternate ACCESS or WIDA Alternate Screener.	**Y**
4.4-6.0 or AL3-AL5 – Expanding/Bridging/ Reaching	Most students scoring 4.4-6.0 or AL3-AL5 will have met the English proficiency criteria (see M1 - 1st Year Monitor). However, there are a few exceptions where a student may score a 4.4-6.0 or AL3-AL5 and remain in the MLP. Please see the example scenarios where this coding may be applicable.	**Y**
ALS – <3 Less Than Three	Student scored **<3 – Less Than Three** on WIDA Alternate Screener.	**Y**

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
M1 – 1st Year Monitor	Student scored an Overall score of ≥ 4.4 on WIDA ACCESS.	**N**
M1 – 1st Year Monitor	Student scored 3 (Developing), 4 (Expanding), or 5 (Bridging) on WIDA Alternate ACCESS.	**N**
M1 – 1st Year Monitor	Student scored an Oral Language score of ≥ 4.4 on the K Screener or ≥ 3 on the WIDA Alternate Screener in **first-semester** kindergarten. See 8 – English Speaker – Never ML section for additional steps after monitoring.	**N**
M2 – 2nd Year Monitor	This is the 2nd year of monitoring.	**N**
M3 – 3rd Year Monitor	This is the 3rd year of monitoring.	**N**
M4 – 4th Year Monitor	This is the 4th year of monitoring.	**N**
8 – English Speaker – Former ML	The student successfully completed four years of monitoring after meeting reclassification/proficiency criteria as defined by the state on the summative ELP proficiency assessment.	**N**
8 – English Speaker – Never ML	Student scored an Oral Language score of ≥ 4.4 on WIDA Screener for Kindergarten or ≥ 3 on the WIDA Alternate Screener (administered during the first semester of kindergarten only). **This coding is only applied after the student has successfully completed four years of monitoring and has never been brought into the MLP.**	**N**

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
8 – English Speaker – Never ML	Student scored an Overall score of ≥ 4.4 on WIDA Screener or WIDA MODEL or ≥ 3 on the WIDA Alternate Screener (second semester K–12).	**N**
9 – Native Speaker	The student is a native English speaker with an initial Home Language Survey (HLS), in which English was the only language noted. **Special circumstances may arise with students who transfer from out-of-state. (Review records closely).**	**N**
10 – 3K ML Status Pending	Enrolling 3K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	**N**
11 – 4K ML Status Pending	Enrolling 4K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	**N**
AW – Awaiting ***A temporary proficiency level coding status.**	The student has not yet participated in ELP identification screening, or the ELP assessment window ended/the student missed one or more domains of the ELP assessment, in which case a Composite score must be obtained through the WIDA Screener, WIDA Alternate Screener, or WIDA MODEL. The PL should then be updated to reflect that score.	**ELP Assessment status is determined after ELP's initial assessment is completed.**
AW – Awaiting ***A temporary proficiency level coding status.**	English proficiency level 11 changes to AW at the end of each school year to indicate that identification screening must occur when a district initializes PowerSchool data.	**ELP Assessment status is determined after ELP's initial assessment is completed.**
SSI – Supplemental Support Identification	"SSI – Supplemental Support Identification" is an added option in the "Proficiency Levels (PL)" field on the SC Student Information page in PowerSchool. This option should be selected for children who are attending private school, homeschool, adult education, Department of Defense (DOD), or are too young to be enrolled in a SC public school.	**N**

Note: MLs should never be given an English Proficiency field value of 9-Native Speaker.

For questions, contact: Kirsten Hural (khural@ed.sc.gov), EOCEP Program Manager, Office of Assessment and Standards at 803-734-5981, or Crystal Huckabee (clhuckabee@ed.sc.gov), SC READY Program Manager, Office of Assessment and Standards at 803-734-8282.

Accommodations

MLs with and without disabilities must receive the allowable accommodations specified in their IEP, 504-Plan, or ILAP. Accommodations should be used only as appropriate for individual students and should not be applied to all MLs indiscriminately. Appropriate accommodations should be based on the English proficiency levels of individual students, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

Accommodations should be recorded on the student's Individualized Language Acquisition Plan (ILAP) and kept with the student's ML folder. If accommodations are used with EOCEP or SC READY, mark the appropriate accommodations codes on the student's answer document (SC READY only) or on the DRC INSIGHT Portal Participant Management – Details tab page.

The following accommodations may be used by MLs on the EOCEP or SC READY tests:

- **Bilingual Dictionary** – MLs may use a word-to-word bilingual dictionary during all EOCEP or SC READY tests. However, the dictionary **must not** include any examples, pictures, or definitions. During test administration, MLs may consult only a conventional, published book; printouts of word-to-word lists, whether teacher-made or retrieved from the Internet, are not permitted. The word-to-word dictionary used during testing should be one used by the student for instruction and assessment throughout the school year.
- **Reword and/or Translate Directions** – The administration directions in the *TAM* may be **reworded** or **translated** into the student's native language to enable the student to understand the task(s). **No other parts of the test directions may be reworded or translated.** These directions may be reworded or translated in any format (orally or in writing) but cannot go beyond the scope and meaning of the written directions. Administration directions that have been reworded or translated may be repeated in English or in the native language as needed.

  It is recommended that rewording or translation of directions be planned or completed prior to the testing session. It may be beneficial for TAs to reword or translate the directions for use with the Online Tools Training, prior to the test administration, to familiarize the student with the rewording/translation. A translator (e.g., translation service) who is not a trained Test Administrator should not be used during a testing session as this may constitute a test security violation.

  Translated directions will be provided for each of the following languages:

  - Spanish (Latin America)
  - Russian
  - Vietnamese
  - Portuguese (Brazil)
  - Ukrainian

  The translated versions of the *TAM* administration directions, for online and paper/pencil testing, will be posted to the DRC INSIGHT Portal. These directions will be produced in a two-column format: the English version of the directions will appear in the left-hand column, and the translation of the "Say" text will appear in the right-hand column.
- **Oral Administration EOCEP Algebra 1, Biology 1, and U.S. History and the Constitution (USHC)** – MLs may receive oral administration of the EOCEP Algebra 1, Biology 1, and USHC tests. Oral administrations of these tests are accommodations because these tests assess knowledge of content standards, not reading ability. The "Oral Administration" and "ML Oral Administration" accommodations should be marked for the student record(s) in the Portal.

- **Oral Administration of EOCEP English 2 Writing Only –** MLs may receive an oral administration on the English 2 – Writing section. ML students may not receive an oral administration on the English 2 – Reading section. However, some ML students who also have disabilities may have oral administration of the English 2 – Reading section documented in an IEP. Oral administrations of these tests are accommodations because these tests assess knowledge of the writing content standards, not reading ability. The "Oral Administration – Writing Only" and "ML Oral Administration" accommodations should be marked for the student record(s) in the Portal.

  If the student's IEP, 504 Plan, or ILAP requires a paper test, use the oral/signed administration script for the writing section only; the TAs should not read from a paper script for the reading section.

- **Oral Administration SC READY**– MLs may receive an oral administration of the grades 4–8 ELA tests **(Writing only)** and all grades of the SC READY mathematics and science tests. Oral administrations of these tests are allowed because these tests assess knowledge of the content standards, not reading ability. The **Text-to-Speech (TTS)** accommodation should be used if the student is an online tester.

  Students who are MLs can only have oral administration during Writing section of the ELA assessment (grades 4–8). Additionally, some students with disabilities may only need oral administration of the Writing section of the ELA assessment.

  For students receiving oral administration of only the Writing section of the ELA assessment, both the "ML Oral Administration" and the "Oral Administration - Writing Only" accommodations must be checked in the student's accommodation tab on the DRC INSIGHT Portal for those testing online. For students testing with paper, Test Administrators should use the oral/signed administration script for Writing only; TAs should not read from a paper script for Reading.

- **Setting** – The EOCEP or SC READY may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

  - preferential seating in the classroom.
  - small group administration in a separate location.
  - individual administration in a separate location.

  MLs may participate in individual or small group administrations by the ML teacher or other school or district designee.

- **Timing** – EOCEP and SC READY tests are not timed. Students should complete each test (or test session for ELA and English 2) during the school day. Any timing accommodations must be monitored to maintain test security. (See Testing Students with Documented Disabilities – Timing section for details.) Timing accommodations may include the following:

  - frequent breaks in the testing room without contact with other students.
  - extended breaks that may involve contact with other students as long as contact is monitored to ensure there is no discussion of the assessment.

- **Scheduling** – The student may take portions of the SC READY or EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. (See Testing Students with Documented Disabilities – Scheduling section for details.) Scheduling accommodations may include the following:

  - administering the test in the afternoon rather than the morning.
  - administering the test in one day with several testing sessions per day.
  - administering the test over several days with one or several testing sessions per day.

Procedures for the Scheduling Accommodation

The following procedures should be followed when using the scheduling accommodation:

- Estimate the duration of each testing session for the student. This should be based on documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. For paper tests, each "section" should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- For students testing online over multiple days, the student's test must be unlocked each day. Please refer to the Online Testing Administration Information section of this *TAM* for more information about unlocking tests.
- During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.

- **Paper Test Administration** – The requirement for a paper test should be specified in the student's ILAP if the student's computer skills do not match their grade-level peers and a paper administration will give a more accurate representation of the student's knowledge. The Reading and Writing sections of the ELA and English 2 tests must be administered in the same mode.

Customized Materials

MLs with **documented disabilities** may qualify for additional accommodations and/or customized test materials related to the student's specific disability. Accommodations related to the individual's disability must be specified before the student takes the required assessment and must be documented on the student's **IEP or 504 plan**. The same customized materials for students with disabilities are available for MLs with documented disabilities. Refer to the section of the *TAM* titled Testing Students with Documented Disabilities.

District Test Coordinator's Section

DTC Requirements

- DTCs **must** participate in the pretest workshop presented by the SCDE and the contractor. This workshop will be conducted via webinar in the month leading up to the testing window opening. A recorded version of the webinar will also be available on the DRC INSIGHT Portal.
- DTCs are responsible for ensuring that STCs attend the School Test Coordinator (STC) Pretest Training Webinar hosted by DRC. The STC pretest webinar does not replace the requirement for DTCs to conduct STC training, but participation in the webinar may allow DTCs to streamline their STC training presentation.
- It is the responsibility of the DTC to ensure that adequate training is given to all persons who will administer or monitor SC READY or EOCEP. DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs must conduct training for all STCs; Special Education Coordinators and ML Coordinators must be included in the training sessions so that they are aware of test security laws and regulations in addition to the SC READY or EOCEP administration policies and procedures applying to all students.
- DTCs must ensure that those selected as test administrators or monitors meet the requirements outlined in the TA and Monitor section of the *TAM*.
- DTCs and/or STCs must hold training sessions for all TAs and monitors who are employed or volunteer to assist with SC READY or EOCEP administration. Training sessions must cover all information presented in the pretest workshops, especially test security and procedures for students with an IEP/504/ILAP. The presentation from the DTC and/or STC Pretest Workshop may be used to assist in these trainings.
- DTCs and STCs must emphasize the procedures for Active Monitoring in their trainings. See SCDE Test Administration Policies and Procedures section for further information on Active Monitoring.
- DTCs **must** confirm that each school has received the *TAM*. This ensures that STCs and TAs have the opportunity to become knowledgeable about all policies and procedures in this manual prior to the testing window.
- DTCs must read and understand all pages of the *TAM*. DTCs are responsible for knowing and implementing all policies in the *TAM*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form which can be found on the DRC Insight Portal. DTCs must collect and retain signed agreement forms from STCs. These forms must be retained for 5 years.
- DTCs (working in conjunction with STCs) must ensure that parents are provided with the notifications and resources provided in the Parent Notification – Procedures for Schools and Districts section of the *TAM*.
- DTCs must be familiar with the system requirements, installation information, and supported hardware found in the *DRC INSIGHT Technology User Guide*. DTCs must review and ensure that STCs and TAs receive guidance on technical issues that may occur during online testing.
- DTCs must approve qualified STCs. STCs must be certified employees of the district and knowledgeable about all the policies and procedures in this manual, especially the following topics: test security, administration directions, policies and procedures for assessing MLs and students with disabilities, the testing schedule, and the materials receipt and return procedures.

- DTCs must work closely with PowerSchool coordinators and STCs to ensure that coding for student accommodations is up-to-date and accurate for Assessment Rostering (previously known as Precode).
- DTCs must provide the applicable DRC INSIGHT Portal permissions to STCs and TAs. See the *DRC INSIGHT Portal Permissions Guide* (or Online Help within the Portal) for more information.

To support the integrity of test administration, additional training and resources may be introduced in response to emerging administrative or security concerns. These efforts aim to empower staff and reinforce best practices.

School Test Coordinator's Section

STC Requirements

- STCs must be certified employees of the district. It is the responsibility of the DTC to approve qualified STCs.
- It is the responsibility of the STC to read and understand **all** policies and procedures in the *TAM*.
- STCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form after attending the training provided by the DTC. STCs must return signed forms to the DTC. This form can be found on the DRC INSIGHT Portal.
- STCs or DTCs must hold comprehensive pretest training sessions for all TAs and monitors who are employed or volunteer to assist with SC READY or EOCEP administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. The presentation from the STC Pretest Workshop may be used to assist in this training.
- It is highly recommended that STCs develop agendas and PowerPoint presentations for their pretest training sessions. STCs must also produce and retain sign-in sheets for each training session. These must be available for review during a monitoring visit.
- The STC is responsible for reviewing and updating testing accommodations for students with an IEP/504/ILAP to ensure that students receive the required accommodation(s). The correct accommodation(s) must be assigned in the DRC INSIGHT Portal **before** a student logs in for online testing. Changes made after a student logs in may result in a test security violation.
- STCs (working in conjunction with DTCs) must ensure that parents are provided with the notifications and resources provided in the Parent Notification – Procedures for Schools and Districts section of the *TAM*.
- The STC must develop a testing schedule that identifies classrooms to be used for testing, TAs, and monitors assigned to rooms and halls. This must be available for review during a monitoring visit.
- The STC is responsible for posting the school's testing schedule (subjects, dates, and times) to the school website at least one month before the state testing window opens. After the Test Schedule Survey has closed, changes to the schedule must be submitted to the Program Manager and will only be approved in cases of extreme hardship, such as catastrophic weather events.
- STCs must ensure that TAs and Monitors read the sections of the *TAM* that pertain to their testing responsibilities and sign the appropriate *Agreement to Maintain Test Security and Confidentiality*. These forms can be found on the DRC INSIGHT Portal and must be available for review during a monitoring visit.
- STCs must participate in the School Test Coordinator (STC) Pretest Training Webinar hosted by DRC.

Before Test Administration

Step 1 – Prepare Parents and Students

- Notify parents and students of the SC READY or EOCEP testing schedule. All parents must be told in advance the dates and times each subject will be administered in their schools. Ensure that the dates and times that each test will be administered are posted in a prominent place on the school's website at least one month prior to the opening of the SC READY or EOCEP state testing window. Posting testing dates on social media accounts does not replace posting the schedule on the school's website.
- Schools must emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- The STC is responsible for verifying the accuracy of lists that identify students who require accommodations. Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the IEP/504/ILAP. Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Inform parents and students of the Policy on Use of Calculators.
- Tell parents that students may not be in possession of any smart/wearable technology or electronic device that can be used for communicating, recording, timing, creating images, or storing images (such as cell phones) in the classroom during the testing period. Parents and students must be aware that these devices will be collected by the TA before testing begins. Parents must also be told that during testing students are prohibited from using the testing device to create, store, or transmit by any means any documents or images. Parents must also be informed of the school/district consequences for violating the electronic device policy, cheating, and/or test security violations. This must be a reflection of the district's Test Security Policy. Schools should have a copy of how and when this information was given to parents. This and the district's Test Security Policy should be available for review when a monitoring visit is conducted.

Step 2 – Train TAs and Monitors

- Each STC must read and follow all instructions provided in the *TAM*. STCs must attend training given by the DTC. STCs must sign an *Agreement to Maintain Test Security and Confidentiality* form. STCs must attend the STC pretest workshop webinar presented by the SCDE and the testing contractor.
- The STC is responsible for providing each TA and monitor with a *TAM* prior to the testing window. Instruct each TA and monitor to read the *TAM*.
- STCs must select and train TAs and monitors prior to the testing period. The STC Pretest Workshop presentation can be used to assist with this training. TAs and monitors must understand the policies and procedures provided in the *TAM* and any additional school/district policies. Make sure all TAs understand the administration directions.
- Trained TAs must sign secure test tickets out and in using a two-person check-out procedure. Monitors may not sign out materials or be responsible for test materials unless a trained TA is present.
- TAs and monitors must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. After training, the STC is responsible for collecting the signed forms from all TAs and monitors. These forms must be maintained on site until testing is completed and must then be given to the DTC. These must be available for review if a monitoring visit is conducted.
- TAs must be thoroughly informed about test security, the logistics of the test, the script for test administration, and the procedures for returning test materials to the STC.

- The Technology Coordinator, the DTC, and the STC must meet to review the district's plan for administration of the online assessments, including the district's Test Security Policy and consequences for students who are caught cheating with electronic devices or smart technology. They must also jointly review and discuss the district's testing schedule and locations.
- A plan for efficient communication about online test administrations must be established before the scheduled testing days. District policies and procedures for online testing must include processes for STCs, TAs, and monitors to communicate with the Technology Coordinator and the DTC during the test administration window. Policies and procedures must be shared during the training of STCs, TAs, and monitors.
- STCs are responsible for verifying and ensuring that students who are entitled to specific accommodations as specified in their IEP, 504 Plan, or ILAP receive them. STCs must review all state assessment accommodations on IEPs, 504 Plans, and ILAPs and verify the appropriate accommodations are entered in the DRC Portal. TAs are responsible for verifying that the accommodations are delivered for a student. Failure to deliver an assigned accommodation will result in a test security violation.
- **For online test administrations, refer to the *DRC INSIGHT™ Technology User Guide* for information on system requirements, COS Service Device, installation, and supported hardware. This manual can be found on the DRC INSIGHT Portal under View Documentation.**

Step 3 – Prepare for Online Test Administration

- Refer to the *DRC INSIGHT Portal User Guide* for various online testing functions in the DRC INSIGHT Portal.
- Work with the Technology Coordinator and DTC to ensure that the testing software and COS Service Device are installed and configured correctly.
- Ensure that test security procedures for any one-to-one computing devices are in place and that TAs and monitors understand how to implement these procedures.
- The STC is responsible for reviewing the Tutorial and the Online Tools Training (OTT) prior to testing. The STC must also arrange for TA training sessions and ensure that students have an opportunity to use both the Tutorial and the OTT prior to online testing.
- Access and review the information in Registrations to ensure that all students are assigned to test sessions, as applicable.
- It is the responsibility of the STC to verify the accuracy of accommodations assigned to students with IEPs, 504 Plans, and/or ILAPs at least two weeks prior to testing. STCs must work with case managers to ensure that any changes to a student's accommodations are communicated in a timely manner. It is advised that changes to accommodations not be made during the testing window.
- If any student needs to be assigned an online oral administration (TTS) or signed administration (VSL) accommodation, update the student's accommodations in the DRC INSIGHT Portal prior to the student testing. To minimize test security violations, confirm with teachers that student accommodations are correct immediately prior to the beginning of the test session.
- The student will automatically receive the correct form or accommodation if the accommodation is assigned in the DRC INSIGHT Portal prior to the student beginning the test. If the student begins the test (or any portion of the test for ELA/English 2) without the correct accommodation assigned, please contact the DTC.
- STCs must update the Reported SIDN for any student whose scores are to be reported to a school other than where the student will test. To update the Reported SIDN, access the Participant Management section within the DRC INSIGHT Portal. In the Details tab, navigate to the sections titled "Reported Site

(District)" and "Reported Site (School)." Use the drop-down menu to select the appropriate district and school. Once you have entered the correct information, click "Save" located in the top-right corner of the page to save your updates.

- Print student test tickets and online testing rosters from Registration – View Registration(s) tab. Using colored paper may help with differentiating subjects or test sessions more easily.
- Ensure that each TA has created a seating chart for each testing session and that measures have been taken to provide maximum privacy for each student in the testing room. Refer to the testing form assignment on the online testing roster to determine seating chart assignments. Power Point templates for seating charts are available in the DRC INSIGHT Portal.
- Make sure headphones are available for all students using the online oral administration (TTS) accommodation.
- Ensure that Test Administrators are trained and confident in operating all devices and equipment before testing begins.
- Check that sufficient quantities of optional supplemental materials, such as graph paper, blank scratch paper, and pencils, have been provided.
- STCs must ensure the subject-related materials displayed on walls, halls, desks, or windows are covered or removed prior to testing.

During Test Administration

Step 1 – Maintain Test Security and Distribute Materials

- Schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets. The security checklist must be used to track and monitor the distribution and receipt of any printed secure materials. For each day of testing, the STC and TA must initial the appropriate columns signifying that student test tickets were received and returned.
- Make sure TAs receive all supplemental materials needed for the subject-area test, including pencils and scratch paper.
- STCs are responsible for ensuring the secure tracking of the distribution and collection of scratch paper from all assessments for SC READY or EOCEP. Scratch paper with student writing must be considered a secure material.
- Report any breach of test security to the DTC. Follow the guidelines for Reporting Test Security Violations within the Testing Students with Documented Disabilities section of this *TAM*.
- Monitor classrooms to check for adherence with the test security guidelines, such as Active Monitoring and maintaining an appropriate testing environment free from distractions.
- It is the responsibility of the STC to ensure that each testing room and hallway has a monitor. Ensure that monitors are only allowing a single student at a time into the restroom, that traffic is minimized on halls where testing is occurring, and that disruptions are minimized to the testing environment.
- Do not allow administration directions to be read over the public announcement system.

Step 2 – Assist TAs During Testing

- At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.
- Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. A make-up testing roster template is posted to the Portal. Download copies, as needed. Be sure to record the student's name on the list of students who need make-up testing.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the DTC. These cases will be handled at the school or district level and must follow the district's Test Security Policy except those involving electronic devices.
- In the event of an evacuation or other emergency during testing, test tickets and other secure materials must be collected from students as they leave the room, provided that doing so does not compromise the safety of TAs, the STC, or students. The TA must also lock the door to the testing room to ensure test security is not compromised.

Step 3 – Supervise Materials Return

- For each day of testing, collect all test materials from TAs, including testing rosters, student test tickets, and seating charts. Collect all student-used calculators, graph paper, and scratch paper. Confirm that all calculator memory has been cleared.
- Make sure that TAs return and sign in all student test tickets on the online testing roster and all printed secure test materials on the security checklist. If secure materials were signed out to a TA but not returned, document this on the roster.
- Make sure responses for students using response option accommodations have been transcribed into answer documents (SC READY only) or in the online testing system as specified in the Testing Students with Documented Disabilities section of the *TAM*.

Guidelines for Make-up Testing

Step 1 – Identify Students

- If a student is absent on the originally scheduled test date, a make-up date must be scheduled.
- Use the Student Make-Up Rosters, submitted by TAs, to identify and schedule students for make-up testing. Ensure that all students who have to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing.
- Ensure that the TA signs in the student test tickets for any students who became ill or were not present for regular or make-up testing.

Step 2 – Schedule Students for Testing

- Students must make-up missed tests during the district's testing window. Schools must test early enough in the district's testing window to allow at least one week for a designated make-up window.
- The administration of one test per day is recommended. During make-up testing only, the STC may approve the administration of two tests in one day for homebound students, students with serious medical issues, students up for expulsion, suspended students, or students with serious attendance challenges (including students who are truant). If two tests are administered on the same day, the student must complete both tests on the same day.

Step 3 – Administration Procedures

- If a student needs to have a partially completed test ticket unlocked, the DTC or STC may need to contact the Program Manager to receive SCDE permission to do so. There are limited scenarios where a test ticket may be unlocked for students to continue testing.
- A makeup session must not have tests from multiple content areas conducted in the same room (e.g., SC READY Reading Part A and Science).
- TAs must have all materials needed to administer the make-up test for each particular subject or session, including any supplementary materials. Secure test materials must be signed out and in using a two-person checkout procedure.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in the *TAM*. Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Testing Roster* and all test materials to the STC.
- The STC is responsible for ensuring that testing begins early enough in the day that students may complete the test. Students must complete testing on the school day on which they begin testing, unless they have an accommodation specified in their IEP, 504-Plan, or ILAP which specifies testing over multiple school days.
- A **school day** is defined as the period during which students are officially required to be present for instructional activities, as determined by the local education agency (LEA). For the purposes of test administration, a school day begins at and ends with the times listed for the school's official bell schedule. Testing must occur within this window unless otherwise approved by the state education agency due to special circumstances.

After Test Administration for Online Testing

- Ensure that the TA has returned all test materials, including online testing rosters, student test tickets, seating charts, graph paper, and scratch paper with student writing.
- Securely destroy all testing rosters, student test tickets, and any paper with student writing.
- If security checklists were used electronically, return them to your DTC via email attachment. If security checklists were used in hard-copy format, bind them together and return them in boxes with nonscorable materials.
- Seating charts should be returned electronically via email to your DTC. The DTCs must return all seating charts to the contractor by posting them to the SFTP site. Do not return seating charts in a nonscorable box.
- Schools testing 100% online may not have any materials to return. If returning secure printed materials, be sure to return them via UPS by the designated date. Returning materials after the designated date may result in a Test Security Violation.
- Keep all materials in locked storage until they are returned.

Do not return *TAM*s or make-up rosters. Retain several copies of the manuals after testing for reference purposes. Scratch paper with student writing must be securely destroyed after testing. Other materials may be discarded at the end of the assessment(s).

Test Administrator & Monitor Section

Requirements for Test Administrators (TAs) and Monitors

Overview

The use of monitors is recommended to facilitate the administration of the SC READY & EOCEP assessments and to ensure that test security is maintained. TAs are responsible for administering the tests, while monitors assist in maintaining security and supporting the administration process. Both TAs and monitors must read and understand the relevant sections of this manual and follow the guidance provided. It is especially important that both roles are knowledgeable about test security laws and regulations, administration directions, and all test administration policies and procedures.

Neither TAs nor monitors can administer or be present in rooms where their close relatives (such as children, grandchildren, nieces, nephews, or close cousins) are being tested.

TA-Specific Requirements

It is the DTC's responsibility to approve qualified TAs. TAs must meet one of the following criteria:

- An employee of the district who is certified.
- An employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate.
- A substitute teacher who is certified and employed by the district on an "as needed" basis.
- Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified TA.
- Someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.

Even if a test is administered in a location other than the school, the TA must meet the specified eligibility criteria and must be approved by the DTC.

Monitor-Specific Requirements

A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).

Shared Responsibilities

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, answer documents, scratch paper, test tickets) as directed.
- Ensure that students receive the correct answer documents or test tickets.
- During testing, ensure that students:
  - Receive additional sharpened No. 2 pencils when needed.
  - Follow directions.
  - Mark their responses in the appropriate area of the answer document or online test.
  - Use only the allowable supplemental materials specified in this manual.
  - Do not give or receive help from other students.

- Actively monitor the test administration by walking around the room to check that students are marking answers correctly (it is permissible to alert students if they are marking in the wrong sections, but not to read test items or responses).

TA-Specific Responsibilities

- Read the *TAM* and be sure they are well prepared to administer the test.
- Follow all administration directions exactly as written in the *TAM*. It is essential that all TAs follow the established administration procedures to ensure fair and accurate test results.
- Manage the entire test administration process, including preparing the testing environment, handling disruptions, and proctoring the session.
- Complete seating charts and ensure privacy measures are in place for online testing.
- Know school policies for handling tardy, sick, or disruptive students, cheating, or prohibited devices.
- Know procedures for students unable to write due to injury.
- Sign out and maintain security of all test materials using a two-person process.
- Use the Test Monitoring Application (TMA) if permissible, but only with a monitor present; do not use district monitoring software that views student screens.
- Do not discuss test questions with students at any time.
- Do not pronounce words or read test questions unless using an approved oral administration script for accommodated students.
- Record absent students on the *Make-Up Testing Roster*.
- Handle make-up testing as assigned.
- After testing, collect and return all materials securely.

Monitor-Specific Responsibilities

- Assist the TA as directed, but refer all student questions to the TA.
- Serve as a messenger in emergencies.
- Check restrooms before allowing students to enter to ensure no reference materials are present (e.g., books, notes, writing on towels or walls). This is especially important for schools where students may leave early.
- Retrieve additional test materials from the STC if needed during testing.

Test Administrator Training

- All TAs and monitors who will have access to SC READY or EOCEP secure test materials must be trained by the STC and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. These forms can be found on the DRC INSIGHT Portal. This step should be completed after the training session for SC READY or EOCEP administration.
- Before testing, TAs must know the school's policies and procedures for students who are tardy, sick, or cause disturbances in the classroom. TAs must know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.
- TAs must know the procedures for handling a student who is caught cheating or using a prohibited electronic device during testing.

- Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed until later in the testing window.
- Be aware of how to handle issues like pausing a test, handling the loss of internet connectivity, missing accommodation(s) and similar issues.

Before Test Administration

Step 1 – Prepare for Testing

- Before the testing window opens, make sure students become familiar with the online testing system using the Online Tools Training (OTT) and Tutorial.
- TAs should set up the classroom desks, tables, etc., for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, spacing, and other measures are implemented as needed.
- The TA must complete a seating chart for each online test administration session, indicating the first initial and last name of each student and the appropriate location within the classroom configuration. Students must be arranged in the room based on test form assignments. The test form assignments can be found on the online testing roster. Students with the same form number should not be seated in close proximity to each other. TAs may use the seating chart template available on the DRC Insight Portal, or create their own. Seating charts should be completed BEFORE testing begins to ensure that active monitoring takes place for the entirety of the test.
- Know which students use testing accommodations and plan how these students will be tested. Obtain any devices, equipment, or supplemental materials required for students with IEPs, 504 Plans, or Individualized Language Acquisition Plans (ILAPs). Test Administrators should ensure that they are familiar with how to operate all devices and equipment prior to testing.
- Obtain materials necessary to provide Universal Supports to students who require them (see SCDE Test Administration Policies and Procedures section for information on Universal Supports).
- Confirm that the testing room does not have any materials displayed on the walls, desks, doors, or windows that may cue students during testing. This includes maps, globes, graphs, calendars, word lists, or any material used in classroom instruction. Any subject-related materials must be taken down or covered during testing.
- Confirm that the testing room is conducive to testing. Students should have ample space to work, good lighting, and comfortable seating. **SC READY:** Students must not be tested in a large group setting, such as an auditorium or lunch room. For **EOCEP**, if testing in a large group setting, a monitor is required for every additional 25 students.

Step 2 – Preparing Tablet Devices

Students who will test with supported tablet devices should be given the opportunity to access the Online Tools Training (OTT) with those devices prior to testing, not the day of testing. Other considerations for testing with tablet devices include:

- Ensure device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- Use of certain gestures like pinching to zoom in/out are supported.
- Swiping is not supported.
- If a student is idle for too long, the screen will dim or turn off ("sleep"). Each device has its own "sleep" setting, typically 1–5 minutes of inactivity. The testing system is designed to exit a student out of a test after 20 minutes of inactivity. After 19 minutes of inactivity, a one-minute timer will pop up asking if the student would like to continue. This timer may not be seen, however, if the screen has already entered "sleep." If the screen is in "sleep" mode, the student can touch any key to re-activate it or press their home key (and if applicable, may need to type in the device password). Longer periods of inactivity tend to occur when students are composing a rough draft of the TDW essay.

During Test Administration

Step 1 – Prepare to Test

- Student access to and use of testing devices prior to the beginning of the test should be monitored in order that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Schools must use the online testing roster to track and monitor the distribution and receipt of all secure test tickets. English 2, SC READY ELA and SC READY Math have multiple test tickets. Before testing, check to ensure you have the correct tickets for the section being administered.
- Ask students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones or other similar devices during testing. All electronic devices (including cell phones and wearable, smart technology) should be powered down and collected for return at the end of the testing session. Students must be asked to place all belongings at the front of the room or in another designated area not immediately or easily accessible to the student during testing.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins. Be aware of students who have a medical condition requiring the use of an electronic device. The device should have the audible alarm turned off (set to vibrate), but left in proximity to the student as required by their IEP or 504-Plan.
- Inform students to notify you if they are not feeling well.
- Monitors may not be 'left in charge' of a test administration or left in a classroom with test materials. When test materials are not in secure storage, a trained TA must be present at all times.
- Make sure the following test materials are available for the appropriate tests: student test tickets (verify that student test tickets indicate accommodations when applicable), graph paper, scratch paper, pencils, calculators (if necessary, that meet the calculator requirements within the Requirements for Calculator Use in 2026–2027 section of this manual), and headphones for TTS. Paper copies of graph paper are not provided, but are available via the DRC Insight Portal and can be printed & photocopied. All paper with student writing must be collected and securely destroyed.

- Ensure that extra testing devices are available in the event a problem occurs with a testing device. The STC should have an IT person/resource available to assist TAs with such issues.

Step 2 – Maintain Test Security

- On each day of testing, sign out the secure test materials needed for that day from the STC. Sign-out must be a two-person process.
- Remember to maintain the security of all test materials, whether paper or online. Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation. District approved monitoring software must not be used during administration of SC READY or EOCEP assessments. A TA may only use a computer during testing to access the Test Monitoring Application (TMA). If the TMA is used, a monitor must be present in the room.
- On the day of testing, or anytime when secure materials are in the testing room, the TA may not conduct any instruction or review content related to the subject being tested.
- If a TA must leave the room before testing begins, secure test materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure test materials should be taken with the TA. If no students are in the room, the teacher's door may be locked to secure the test materials.

Step 3 – Follow Administration Directions and Monitor Log-In

- Follow the Administration Directions for the appropriate subject (and grade, if applicable) found in this *TAM*.
- When reading the administration directions from the *TAM*, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and reread the directions correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from the administration directions is considered a test security violation.
- Each student should hear all of the administration directions for each test. Do not allow administration directions to be read over a public address system. TAs may reread directions as requested by students, or answer questions about the test directions as needed. Oral administration and signed administration accommodations will be available to students in the online system after they log in.
- Do not discuss any test questions with students before, during, or after testing.
- Only one test should be administered in a testing room. Different content assessments must not be administered in the same room (e.g., Reading Part A and Science).
- Unless you are using an oral administration script to administer a test to a student with an IEP, 504 Plan, or ILAP, do not pronounce words in test questions for students or read any parts of test questions aloud or to yourself.
- Do not distribute the test tickets until prompted to do so by the administration directions. Ensure that each student receives the correct ticket. If the TA is proctoring students whom he/she does not know, then the TA must ask for some type of identification before releasing the test tick to the student. Collect the test tickets soon after students have successfully logged in. Districts that print test tickets onto paper that is also used for scratch paper may collect the test tickets later in the administration as long as they securely track the distribution and collection of these tickets. Tickets must not be in a student's possession after the student has exited the test.
- If students are having trouble logging in to the online testing system, ensure the student is using the correct test ticket and typing the username and password exactly as it appears on the test ticket. Usernames and passwords are not case sensitive.

- Disruptive students may be removed from the testing room to complete testing elsewhere, or to be tested in a make-up session.

Step 4 – Proctor the Test Session

- Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself.
- Record the names of students who missed testing on the *Testing Roster*, found online in the DRC INSIGHT Portal. Directions for completion are listed on the form.
- Each testing room requires a trained test administrator. Monitors are highly recommended to assist with the monitoring of test administration.
- Actively monitor the test session to ensure that students are following directions. TAs (and monitors) are expected to be actively engaged in the monitoring of the entire class of students (refer to SCDE Test Administration Policies and Procedures section for more information on active monitoring). While actively monitoring, a TA (and/or monitor) must not engage in conversation, read a book, grade student work, use a cell phone or engage in any other activity that would hinder their ability to observe prohibited student behaviors.
- The assessments are not timed; using the estimated test durations found on page 30 as a guideline, allow students sufficient time to finish. If students do not complete testing by their lunch period, students may be permitted to have a "silent lunch" and must have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Allow students who have finished the test to silently engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Step 5 – Handle Disruptions During Testing

- If an evacuation (e.g., a fire alarm sounds) or disruption (e.g., student becomes ill) occurs during testing please handle the situation appropriately, always maintaining the security of the online test tickets and other test materials. Collect all secure test materials from students as they leave the testing room (as long as doing so does not compromise your safety or the safety of the students). The TA should follow all school and district safety protocols for evacuations.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the STC. These cases will be handled at the school or district level and should be in accordance with your district's Test Security Policies and student discipline code.
- Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your *Make-up Testing Roster* and label any test materials the student was using with the student's name.

Guidelines for Make-up Testing

The STC will notify TAs who are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures within the Guidelines for Make-up Testing section of this manual.

After Test Administration

- Be sure to collect **all** test tickets and any other test materials, including scratch paper, from students. Special care must be taken to track the collection of all scratch paper distributed to students, especially for EOCEP English 2 Writing and SC READY ELA Writing. All scratch paper with student writing must be handled as secure material.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the test tickets for students who completed the test from the test tickets for students who need to make up the test.
- Return the online testing roster, test tickets, and seating chart to the STC.
- Sign in the test tickets on the Online Testing Roster using a two-person method.

Online Testing Administration Information

The information in this section provides general information for online testing. Administration directions to be read aloud to students can be found after this section.

Materials Needed: Online testing roster, student test tickets, and seating chart for all subjects and grades, other allowable materials being used (e.g., scratch paper, pencils, school- or student-owned calculators for mathematics grades 6–8, science grade 6, Algebra 1, and Biology 1, if allowed). The SCDE recommends that students use the embedded DESMOS calculator and graphing tool.

Test Tickets: Separate test tickets are provided for:

- ELA/English 2 Writing
- ELA/English 2 Reading (For Grades 3–5 ELA, separate test tickets are also provided for Reading Part A and Reading Part B.)
- Mathematics/Algebra 1 (For grades 3–5, separate test tickets are also provided for Mathematics Part A and Mathematics Part B. For Grades 6–8, separate test tickets are also provided for the No-Calculator and Calculator sections.)
- Science/Biology 1

Accommodation Reminder: If a student requires an accommodation that is specified in an IEP, 504 Plan, or ILAP, make sure it is printed on the student's test ticket ***before*** the student begins testing. Contact the STC immediately if there are any concerns about the student's online testing accommodation(s).

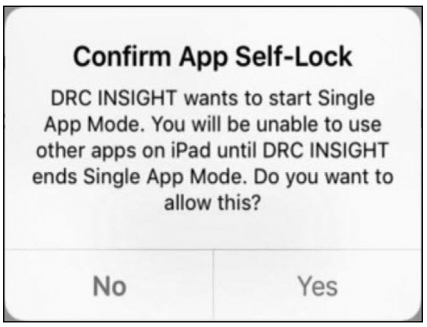
ELA/English 2 Oral Administration Accommodations: Because the oral administration accommodation can be applied to one section of an ELA/English 2 test (in addition to the entire test), it is extremely important that student accommodations are accurately marked in the Portal **before** a student begins testing. The scenarios below outline what may happen when a student tests one section of a test with the incorrect accommodation marked. If the opposite scenario occurs (i.e., Reading instead of Writing), the same (opposite) action applies. For SC READY ELA grades 4 and 5 Oral Administration Reading Only accommodations, note that two accommodations **must** be marked: one for Reading Part A and one for Reading Part B. Refer to page 60 for more information.

Scenario 1	**Action**
The student completed Writing testing with the oral administration accommodation marked as: **Oral Administration Writing Only** It should have been marked as: **Oral Administration Entire Test** The student still needs to complete Reading	Notify the SCDE Program Manager via phone call or email with the details, including the form number assigned to the student. Both sections of the test may need to be regenerated to assign the "Oral Administration" accommodation. ***The student may need to begin the entire test again.***
Scenario 2	**Action**
The student completed Writing testing with the oral administration accommodation marked as: **Oral Administration Entire Test** It should have been marked as: **Oral Administration Writing Only** The student needs to complete the Reading test.	Notify the SCDE Program Manager via phone call or email with the details, including the form number assigned to the student. Both sections of the test may need to be regenerated and assigned the appropriate accommodations.

Mixed Mode Testing: If your school is participating in mixed mode testing for SC READY ELA grades 3 and 4, refer to the paper testing *Test Administration Manual* posted to the Portal.

Test Monitoring Application: If your school is using the Test Monitoring Application, it may only be used by a TA if a monitor is present in the room. Use of the Test Monitoring Application does not preclude the TA from active monitoring of the testing environment. Even when in use, the Test Monitoring Application provides limited feedback and cannot take the place of the TA and monitor moving around the room to actively monitor students while they are engaged in testing. Before testing each day, the monitoring code will need to be retrieved from the Portal. Please make note of this code, as you will need it when students log in to their online tests. Test monitoring codes are considered a secure material and should not be distributed via email.

Testing with iPads: When online testing using an iPad, DRC INSIGHT is automatically placed in Single App Mode which prevents access to other apps during testing. When the DRC INSIGHT app is launched from an iPad, students may be prompted to turn on Single App Mode, depending on how the software was configured by your technology personnel. If prompted, have the students select **Yes** to allow Single App Mode. Single App Mode will be turned off automatically when students exit their tests.



Testing with Chromebooks: Students testing with Chromebooks should NOT be logged in to a Google account. If a student logs in to the Chromebook using a Google account, they will not see the DRC INSIGHT App. The DRC INSIGHT App runs in Single App Mode, which means that the student cannot access any other application until they exit the online testing engine.

Pausing a Test/Testing Inactivity: If a student needs a short break from test administration, the student may select the **Pause** button. A countdown, beginning with **20 minutes**, appears on the screen notifying the student of the time left before the student will be automatically exited from the test. Also, if a student is not actively testing, the student will be automatically exited from their registration after 20 minutes of inactivity.

If a paused test is not resumed within **20 minutes** or if a student has been exited from their test due to inactivity, the student will need to log back in to finish the test using their original test ticket. If the student does not log back into their test on the same day, the student's test ticket must be unlocked before they can log back in. Refer to the section about Unlocking Test Tickets for information on how to proceed.

Loss of Internet Connectivity: Student responses are sent to DRC servers frequently. If a student's testing device loses Internet connectivity during testing, a message appears to notify the student ("Connection Retry is in Progress"). When this message appears, DRC INSIGHT will attempt to restore contact with DRC servers for approximately 5 minutes. If a connection is re-established, the message will disappear and the tester may continue testing. If a connection is not re-established during this time, the message will disappear and an Internet Connection Error message will be displayed. The student may not continue testing until an Internet connection can be established. At any time during the five-minute interval, a student's test may be Paused and then Exited to temporarily end testing. If the connectivity issue cannot be resolved on the day of testing, refer to the section about Unlocking Test Tickets for information on how to proceed.

Unlocking Test Tickets: The following table describes actions to take in response to various scenarios that require a student's test ticket to be unlocked before the student can complete the assessment.

Testing should be scheduled so that students can complete their tests in one day, unless the student has an IEP, 504 Plan or ILAP specifying administration of a single test over several days. Please make every effort to avoid unlock requests that are due to unfinished testing.

DTCs have the authority to unlock test tickets for the following situations without SCDE intervention; students should be reminded that they may not go back to any questions previously answered:

- when testing is interrupted due to student illness or a power/Internet outage and must be made up later.
- when a student test becomes locked accidentally, and the student will resume testing the **same day**.
- when a student has an IEP or 504 Plan with a scheduling accommodation that specifies testing over multiple days.

STCs should not be given access to unlock test tickets. Refer to the following chart for the DTC actions to take for other scenarios where test tickets may need to be unlocked requiring SCDE intervention:

Scenario	DTC Action	SCDE Action
'Review/End' Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button.	Notify the SCDE Program Manager via email or phone. If the student will complete testing on a different day, send an email to the Program Manager providing the date that the student plans to complete testing.	Determine whether the student may continue testing. If testing is completed on a different day, the SCDE will also remind the DTC that students should not go back to any questions previously answered.
Missing Accommodations Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation—oral administration or signed administration—and the student stops testing. The student needs to be assigned the necessary accommodation and complete testing. **The student should remain in the testing room if possible.**	Notify the SCDE Program Manager via email or phone.	Determine whether the student may continue testing with the operational form for that administration, once given the appropriate accommodation. The SCDE will respond in writing to the DTC and DRC Customer Service. The SCDE will work with DRC Customer Service to issue a new test ticket, if needed.
Student Logs In with Incorrect ELA/ English 2 Test Ticket Student logs in and begins testing with the ELA/English 2 Writing test ticket when the ELA Reading test is being administered (or vice versa).	Notify the SCDE Program Manager via email or phone.	Determine whether the student may continue testing the section they have started, or if they should pause/exit and login to test the other ELA/English 2 section.

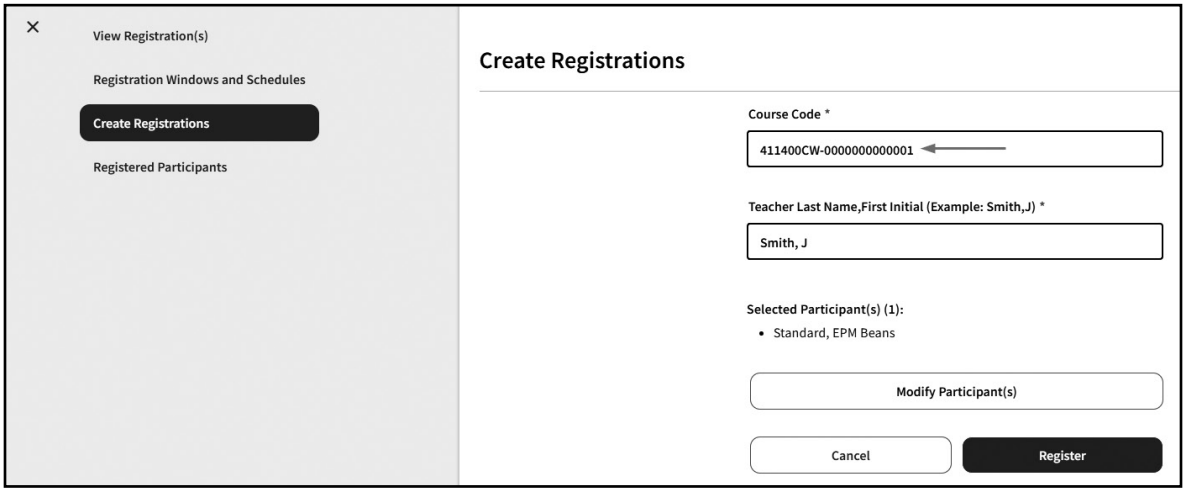
Unsubmitted Tests: If students have completed their online test, but have not submitted it (i.e., the test ticket status remains 'In Progress' or 'Locked'), follow this process:

The DTC may unlock the test ticket, if necessary. Then, the STC may have the student log back in to the test and 'End Test/Submit' it, ensuring the student does not return to any test questions when doing so.

If the student is unavailable to submit the test, the DTC may use the 'End Incomplete Test' button to 'Force Submit' the online test. This function will be available within the details page of the Registration. Refer to Online Help for additional information.

EOCEP Student Information System (SIS) Codes

All Registrations (test sessions) must contain a valid Student Information System (SIS) Code within the Registration Name. This information is prepopulated into test sessions as provided in the Precode file. If you need to add a registration, you must include a SIS Code as part of the Registration Name.



The SIS Code is a 22-character field broken up into segments as shown and defined below.

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Dash	Section Number											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Instructional Activity Code – This field corresponds to the subject tested by the student. See the list of Standard Course Codes and Rostering Only Course Codes on the next page.

District-Defined – Complete this field if your district has designated a code for this field. The values must be 0–9, A–Z. If your district does not use these positions, enter "00."

Academic Tag – Values must be A, C, E, H, I, or 0. Each value is defined as the following:

A – Advanced Placement

C – College [Prep]

E – Dual credit

H – Honors

I – International Baccalaureate

0 – used for students whose IEP team has determined that a traditional course is not appropriate

Unit Tag – Values must be D, H, Q, T, W, or 0. Each value is defined as the following:

D – two units

H – half unit

Q – quarter unit

T – three units

W – one whole unit (typically used for EOCEP)

0 – used for students whose IEP team has determined that a traditional course is not appropriate

Dash – Value of 9th character must be a dash (-)

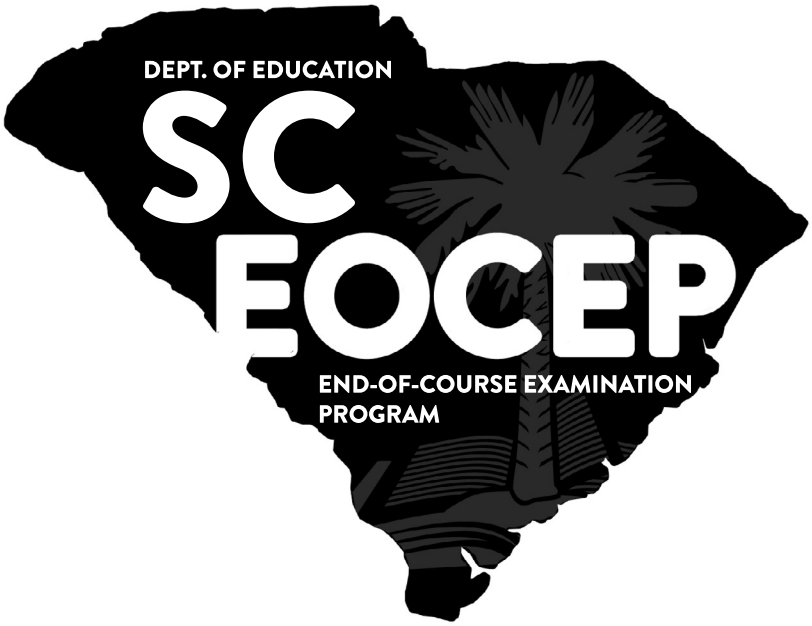
Section Number – This alphanumeric code is used to identify classes. Use leading zeros (000) for section numbers that are less than 4-digits. Values must be 0–9, A–Z.

Course Codes (Instructional Activity Code)

The table below shows the course codes for each corresponding EOCEP assessment. The course code is also the first 4 digits of the SIS Code.

Content Area	Course Name	Course Code
Algebra 1	Algebra 1	4114
	Intermediate Algebra	4117
	Algebra Rostering Only Code*	4851
	Algebra Other	OTHA
Biology 1	Biology 1	3221
	IGCSE Biology H (0610)- for Biology 1 EOCEP	4248
	Biology Rostering Only Code*	4852
	Biology Other	OTHB
English 2	English 2	3025
	IGCSE English Language (0500)- for English 2 EOCEP	3069
	English Rostering Only Code*	4857
	English Other	OTH2
USHC	U.S. History and the Constitution	3320
	Dual Enrollment American History 1877 to Present (HIS202)	3322
	Advanced Placement U.S. History	3372
	IB U.S. History	336D
	U.S. History and the Constitution Other	OTHH

*These codes are for students not enrolled in traditional credit-bearing courses; they have the same structure as standard codes. When using these codes, the 7th and 8th characters of the full SIS-code (academic tag and unit tag) MUST be coded with two zeros. This is not applicable for U.S. History because that content area is not used to meet federal accountability requirements.



EOCEP Online Testing Administration Directions

EOCEP Online Administration Directions for All Subjects

On each student's device, select the "DRC INSIGHT Online Assessments" icon to load the welcome page prior to the start of the test session.

SAY: Today you will be taking the (say test subject: English 2 - Reading, English 2 - Writing, Algebra 1, Biology 1, or US History and Constitution**) End-of-Course Examination Program test.**

(PAUSE)

SAY: This is a secure test. During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets not approved for this test, smart phones, cell phones, smart watches, or any other electronic or photographic devices. At this time, I will collect these devices for return at the end of the testing session. You may not use any device, including your testing device, to access artificial intelligence or AI. You may not use any device to improperly access the internet. You may not use any device to copy, save, send, or post to the internet any test content.

You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room. I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions about the directions while you are working, please raise your hand.

PAUSE. *Collect all electronic and other devices for return at the end of the test session*, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with TTS).

Students may instead be asked to place *all* of their belongings, including electronic devices, at the front of or outside of the testing room.

Algebra 1, Biology 1, English 2 - Reading Section, and US History and the Constitution ONLY:

SAY: If you need a sheet of scratch paper, raise your hand and I will give you one. Write your name at the top of the scratch paper. If you need additional scratch paper during the test, raise your hand. Be sure your name is written at the top of all sheets of scratch paper. I will collect all scratch paper at the end of the test session.

PAUSE to distribute the scratch paper.

Algebra 1 and Biology 1 ONLY:

SAY: You may use a calculator during the test. You may use the calculator tools in the online test, a calculator provided by the school, or your own calculator. There is a scientific calculator and a graphing calculator available in the online test. If you choose to use your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing.

PAUSE. If any students are using their own calculators, make sure that all requirements described in the Requirements for Calculator Use (pages 37–39) have been followed.

All Students:

SAY: I will now give each of you a test ticket. You may not share your login information with anyone else. Make sure your name is printed on the test ticket. Now check to make sure the correct test title is printed on the ticket. Your ticket should say (say test subject: English 2 - Reading, English 2 - Writing, Algebra 1, Biology 1, or US History and Constitution**). Raise your hand if you have received the wrong test ticket.**

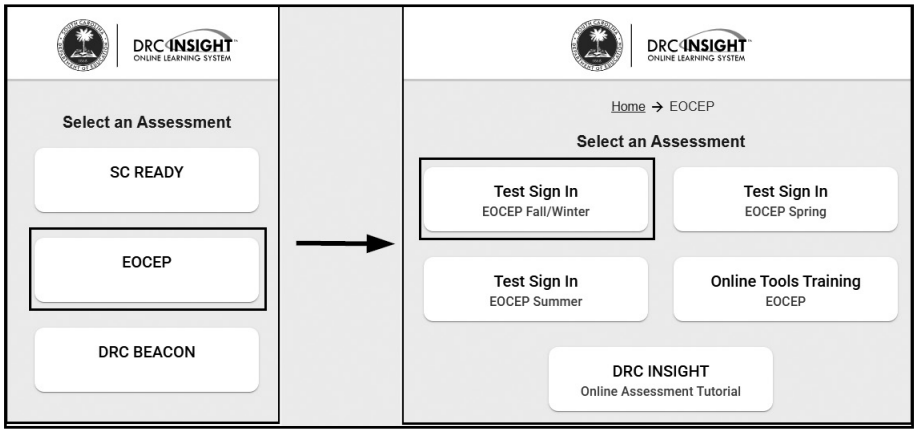
NOTE: Collect the test tickets from each student as they begin testing.

Test tickets may not be printed on paper that is used for scratch paper.

PAUSE to distribute the appropriate test ticket to each student and ensure the student's test ticket has the correct student information. Be sure to use the testing roster to check out and check back in test tickets. Each student's test ticket provides the student's username and password needed to begin testing. Test tickets are secure. After they have been distributed to students, testing must begin immediately. Online Tools Training (OTT) may not be conducted at this time.

NOTE: If your testing devices are configured for both South Carolina assessments and WIDA, instruct students to select the South Carolina program option.

SAY: At the top of the screen, you should see a logo for the South Carolina State Department of Education. In the center of the screen, there are three boxes under the heading Select an Assessment. Click on the EOCEP box, then click on the appropriate EOCEP Test Sign In box (Fall/Winter, Spring, or Summer) **to begin the test.**



PAUSE to assist students as needed.

SAY: This is the login screen. Using the information from your test ticket, type your username and password in the correct boxes. Then select "Sign In."



PAUSE. Test ticket information is unique to each student and each session. Separate test tickets are provided for each of the following tests: Algebra 1, Biology 1, English 2 - Reading, English 2 - Writing, and US History and the Constitution. Assist students as needed; TAs may have to help students type in this information. Usernames and passwords are not case sensitive.

If students are unable to successfully log in, you may want to consider instructing the students to log in using a staggered approach (having a few students log in at a time) to reduce the burden on your school's network.

After the login, make sure all students are on the correct screen. Wait for all students to reach this page.

Students Using TTS ONLY:

SAY: Please put your headphones on at this time. The system will begin reading information starting with the next screen.

(PAUSE)

MLs Who Use TTS AND Require Translation of Test Directions:

NOTE: This section refers to the printed copy of the translated test directions from the DRC INSIGHT Portal. The TTS application does not translate the directions for the student.

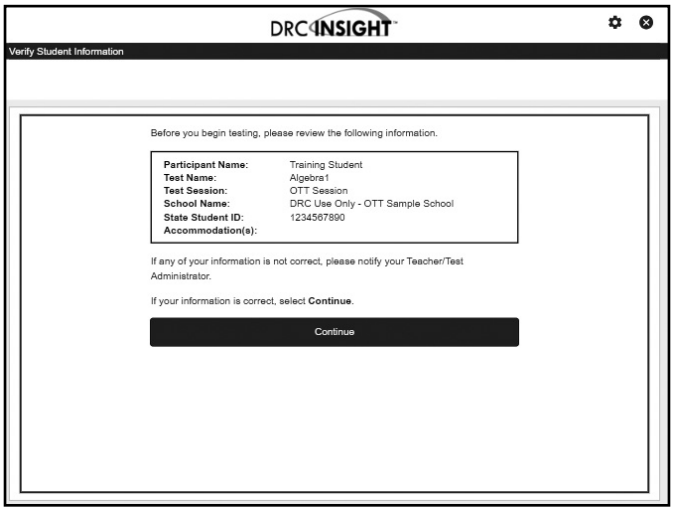
SAY: Please put on your headphones at this time. You will now be given a translation of the test directions.

(PAUSE)

School Not Using the Test Monitoring Application:

If your school is NOT using the Test Monitoring Application, proceed with these instructions.

SAY: This is the Welcome screen. Please check that your name appears at the top of the screen. Then check that your school and other information are correct. If everything is correct, select "Continue." If your information is *not* correct, please raise your hand.



PAUSE to assist students. If the student name is *not* displaying correctly, ensure that the student has the correct test ticket with his/her name on it. If student accommodations are incorrect, changes should be made to the student record in the DRC INSIGHT Portal before continuing with testing.

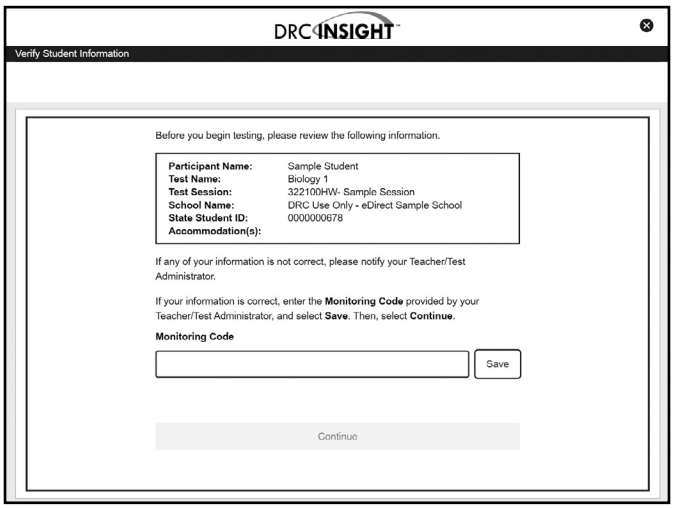
School Using the Test Monitoring Application:

If your school is using the Test Monitoring Application, proceed with these instructions.

SAY: This is the Welcome screen. Please check that your name appears at the top of the screen. Then check that your school and other information are correct.

PAUSE to assist students. If the student name is *not* displaying correctly, ensure that the student has the correct test ticket with his/her name on it. If student accommodations are incorrect, changes should be made to the student record in the DRC INSIGHT Portal before continuing with testing.

SAY: Near the bottom of the Welcome screen is a box with the words "Enter Monitoring Code" in front of it. Please enter this monitoring code and select "Save."



Give students the monitoring code. Repeat the code as often as necessary so all students can enter it correctly.

SAY: If you see a message that says, "Your monitoring code is invalid," raise your hand.

If one or more students have raised a hand, repeat the Test Monitoring Code for students to enter and repeat the directions above as often as needed until all students have received a "Valid Monitoring Code" message. Once all students have received the "Valid Monitoring Code" message,

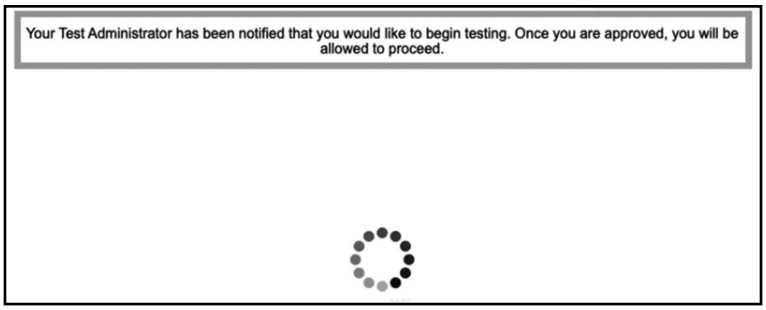
SAY: Select "Continue."

If the test session is not using restricted access (i.e., Waiting Room), skip the following section and continue with the directions.

Test Monitoring Application with Restricted Access (i.e., Waiting Room):

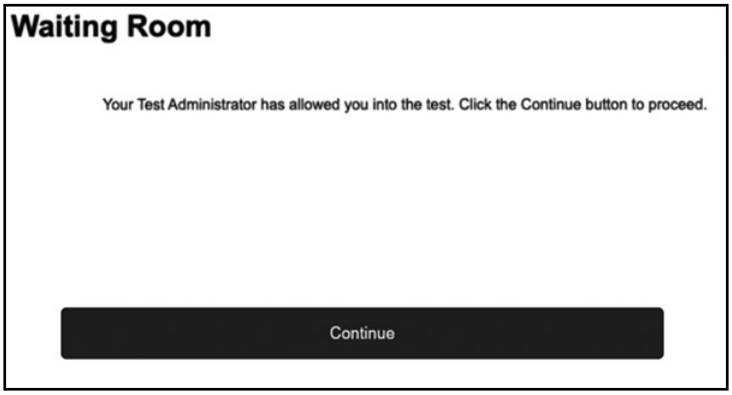
If the test session is using restricted access (i.e., Waiting Room), proceed with the following:

SAY: You should now see a Waiting Room screen with this message: "Your Test Administrator has been notified that you would like to begin testing. Once you are approved, you will be allowed to proceed." Please wait quietly.



You (or someone else as designated by your school) may now grant students access to the test by logging in to the Portal and accessing the Test Monitoring Dashboard (My Applications - Test Monitoring). The monitoring code on the Dashboard MUST match the monitoring code used by the students to log in. Circulate and double-check that all students have been given access. Students should see a message, "Your Test Administrator has allowed you into the test."

SAY: You should now see a message on the Waiting Room screen that says, "Your Test Administrator has allowed you into the test." Please raise your hand if you did not receive this message.



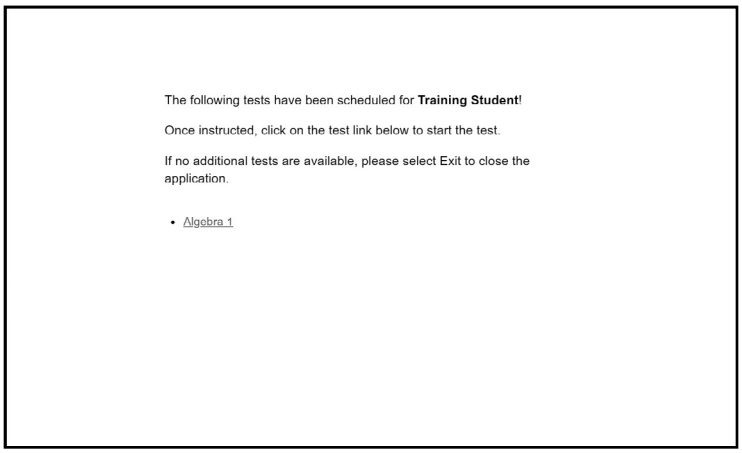
If students have not been allowed into the test, double-check that they have entered the monitoring code correctly. Circulate and help students enter the code correctly until all students can see the message, "Your Test Administrator has allowed you into the test." If a student continues to have problems logging in, have the student exit the test and contact the School Test Coordinator for assistance. Once all students have the message on their screen,

SAY: Select "Continue."

Once all students have been allowed into the test, proceed with the following directions.

All Students:

SAY: You are now on the screen that shows the name of the test you are scheduled to take. If you do not see this, please raise your hand. Please select (say test subject**).**



PAUSE. If the subject or section of the test is not displaying correctly, verify that you have the appropriate test session ticket.

SAY: Please follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help **button and choose the** Test Directions **tab.**

- **This test is not timed, but you must finish this test session today.**

(PAUSE)

SAY: Now, select the Next **button.**

(PAUSE)

SAY: **Use the** Next **and** Back **buttons to move from question to question or page to page.**

- **Only one question at a time will appear on the screen.**
- **Use tools such as the** Cross-Off **,** Highlighter **,** Notepad **,** Magnifier **,** Line Guide **, and** Masking  **to assist you during the test. In addition to these tools, Algebra and Biology tests will have a** Scientific Calculator  **and a** Graphing Calculator  **to assist you during the test.**
- **Select the** Flag  **button if you are not sure of the answer to a question. It will mark the question, so you will know to go back and answer the question later.**
- **If you need to go away from your computer, select the** Pause **button. Select the** Resume **button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.**
- **Select the** Help  **button to find more information.**

(PAUSE)

SAY: **Now, select the** Next **button.**

(PAUSE)

For English 2 - Writing Section ONLY:

SAY: The first questions on the English 2 Writing test are selected-response. The last question in the writing section is a Text-Dependent Writing (TDW) task. The TDW task requires you to read and think about a passage(s) to support your response.

For the TDW essay:

- **Be sure to read the passage(s) and TDW question carefully.**
- **Use the Writer's Checklist to help you plan, write, and proofread your response.**
- **You should look back at the passage(s) to help write your response.**
- **If you use scratch paper to plan your response or write a rough draft, be sure to type your answer in the space provided.**
- **Use text tool buttons such as the** Undo **to undo previous actions one at a time and** Redo **to redo actions that have been undone. You can also use the** Clear **to reset the work area back to its original appearance,** Cut **to remove the chosen text and formatting,** Copy **to copy the chosen text and formatting, and** Paste **to add the cut or copied text and formatting.**
- **Be sure to address all parts of the task.**

The passage(s) may be longer than one page in length. To read an entire passage, you may need to scroll down. Look for a scroll bar on the right side of the passage.

Now, select the Next **button.**

You will find the Writer's Checklist below the prompt. The TDW Scoring Guidelines may be accessed using the References **tool. You may not use a dictionary or thesaurus during the English 2 TDW question.**

Now, select the Next **button.**

(PAUSE)

For English 2 - Writing Section ONLY:

SAY: I will now give you scratch paper. Write your name at the top of the paper.

You may use the scratch paper to plan your response or write a rough draft for the TDW question. Be sure to type your final TDW response in the space provided.

If you need additional scratch paper while you are working, raise your hand. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper.

For Algebra 1 ONLY:

SAY: In the Algebra 1 test, figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted. All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.

(PAUSE)

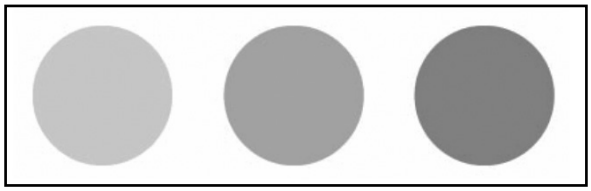
All Subjects:

SAY: The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. Then, select the End Test **button. The system will indicate if you have answered all questions. Select** Submit **when you are ready to complete the test.**

Now, select the Next **button.**

(PAUSE)

SAY: This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see *three* circles.



This is the end of the directions. Students should now be ready to begin the test.

SAY: Raise your hand if you have any questions before you begin the test.

PAUSE to answer any questions students may have. Explain what students should do after they are done testing (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

SAY: When you are ready, select Begin the Test. When you have successfully started the test, I will come around to collect your test ticket. If test ticket information is printed on your scratch paper, I will collect it when you have finished the test.

(PAUSE)

SAY: When you are ready to submit your test, raise your hand and I will come check that you have properly exited the test and that your testing device is completely powered off. Testing devices must remain powered off until you are excused at the end of the testing session.

PAUSE. For the English 2 - Writing section: You may help students find and read the Writer's Checklist or TDW Scoring Guidelines, if requested. Do NOT read or discuss the TDW passage or question. Distribute additional scratch paper, as needed. Make sure students type their final response for the TDW question in the response box.

Once all students begin testing, be sure you have collected all student test tickets. As each student finishes the test, collect all supplemental materials (graph paper and scratch paper) and verify that all testing devices are completely powered off. All testing devices must remain off for the entire testing session. If your school has a policy in which test tickets are printed on paper that is also used as scratch paper, you may collect the test tickets as each student finishes the test.

Allow those students who have finished to quietly engage in appropriate activities such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Return all test materials to the STC immediately after testing.

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Forms Retention

Form	Retained by	Retention Timeframe
Agreement to Maintain Test Security and Confidentiality	DTC	5 years
Student Make-up Roster	STC	Until Test Results are Received
Special Circumstances Request Form	STC	1 year
Security Affidavit Form for Alternative Response Options	DTC	3 years
Security Checklists (electronic)	DTC STC	DTC – 1 year STC – 1 year

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